













# Clark University Bulletin

Catalogue Number



Worcester, Massachusetts  
January, 1937



received from printer  
4/9/37

# Clark University Bulletin

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NUMBER 132

JANUARY, 1937

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## CATALOGUE NUMBER

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*The Catalogue is a record for the current academic year, 1936-37. Such announcements for the year 1937-38 as can be made at the time of publication are included.*

The Bulletin is published in January, March, May, October, and December

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Entered as second-class matter, December 29, 1920, at the Post Office at Worcester, Mass., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized January 24, 1921.

## HISTORICAL NOTE

Clark University owes its existence to the interest in higher education of Jonas Gilman Clark, who was born at Hubbardston, Worcester County, Massachusetts, February 1, 1815. Conscious of the meagerness of his own early educational opportunities, he devoted his later years to the establishment and nurture of the institution which bears his name. In this he was ably assisted by his wife, Susan W. Clark, and by prominent citizens of Worcester. Mr. Clark died at Worcester on May 23, 1900.

The charter of the University was granted by the General Court of Massachusetts in 1887. The Graduate Division, with Granville Stanley Hall as president, received its first students in 1889. Special provision was made in Mr. Clark's will for the establishment of an Undergraduate Division with its own president but under the same general control as the Graduate Division. Carroll Davidson Wright was chosen president of the Undergraduate Division and students were first received in October, 1902. After the death of President Wright in 1909, Edmund Clark Sanford, then Professor of Psychology in the Graduate Division, was chosen as President of the college.

In June, 1920, Presidents Hall and Sanford resigned and Wallace Walter Atwood was elected to the presidency of both the Graduate and the Undergraduate Divisions of the University.

During the academic year 1920-21 the two faculties continued their separate organizations while plans for unification were being worked out. These plans, approved by the Board of Trustees, went into effect in 1921-22 and provided for the fusion of the two faculties into a single body.

With the election of President Atwood, provision was made for the establishment of a Graduate School of Geography, and work in that school was begun in the fall of 1921.

A Summer School with a six weeks' session has been conducted each year, beginning in 1921.

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# CALENDAR

The academic year begins on the Monday before the fourth Thursday in September, and ends on Commencement Day, the thirty-eighth Monday (the first or second Monday in June).

The first semester ends on the Saturday before the twentieth Monday and the second semester begins on the twentieth Monday of the academic year.

## 1936

|                    |   |
|--------------------|---|
| Sept. 21-22        | Freshman induction days.                      |
| Sept. 23 Wednesday | Beginning of academic year. Registration day. |
| Nov. 28 Thursday   | Thanksgiving Day. A holiday.                  |
| Dec. 19 Saturday   | Beginning of Christmas recess at 1 P. M.      |

## 1937

|                  |  |
|------------------|--|
| Jan. 4 Monday    | End of Christmas recess at 8 A. M.   |
| Jan. 11-13       | Registration days for second semester.   |
| Jan. 18 Monday   | Beginning of semester examination period.  |
| Jan. 30 Saturday | End of first semester.   |
|                  | Last day for receiving applications for undergraduate scholarships for the second semester.                    |
| Feb. 1 Monday    | Founder's Day. Not a holiday.  |
|                  | Beginning of second semester.  |
| Feb. 6 Saturday  | Last day for changes in undergraduate programs.  |
|                  | Last day for receiving applications for admission to candidacy for the degree of Master of Arts in June, 1937. |
| Feb. 11 Thursday | Last day for payment of term bills.  |
| Feb. 22 Monday   | Washington's Birthday. A holiday.  |
| Feb. 27 Saturday | Last day for receiving applications for graduate scholarships and fellowships for 1937-38.                     |
| Mar. 27 Saturday | Mid-semester reports.  |
| Apr. 3 Saturday  | Beginning of spring recess at 1 P. M.  |
| Apr. 12 Monday   | End of spring recess at 8 A. M.  |
| May 24 Monday    | Beginning of semester examination period.  |
| May 31 Monday    | Memorial Day. A holiday.   |
| June 3 Thursday  | Last day of semester examinations.   |
| June 4 Friday    | Dissertations and theses for the Ph.D. and M.A. degrees are due at the office of the Recorder at 9 A. M.       |
| June 5 Saturday  | Commencement Day.  |
| July 6 Tuesday   | Summer School opens. Registration day.   |
| July 10 Saturday | Last day for payment of Summer School tuition.   |
| Aug. 13 Friday   | Summer School closes.  |
|                  | Final Assembly of the Summer School at 8 P. M.   |
|                  | Conferring of degrees.   |
| Sept. 17-18      | Freshman induction days.   |
| Sept. 20 Monday  | Beginning of academic year. Registration day.  |
| Sept. 27 Monday  | Last day for changes in undergraduate programs.  |

|          |           |  |
|----------|-----------|--|
| Sept. 29 | Wednesday | Last day for payment of term bills.  |
| Oct. 12  | Tuesday   | Columbus Day. Not a holiday.   |
| Oct. 30  | Saturday  | Last day for receiving applications for admission to candidacy for the degree of Doctor of Philosophy in June, 1938. |
| Nov. 11  | Thursday  | Armistice Day. Not a holiday.  |
| Nov. 20  | Saturday  | Mid-semester reports.  |
| Nov. 24  | Wednesday | Beginning of Thanksgiving recess at 6 P. M.  |
| Nov. 29  | Monday    | End of Thanksgiving recess at 8 A. M.  |
| Dec. 18  | Saturday  | Beginning of Christmas recess at 1 P. M.   |

## 1938

|            |          |   |
|------------|----------|---|
| Jan. 3     | Monday   | End of Christmas recess at 8 A. M.  |
| Jan. 10-12 |          | Registration days for second semester.  |
| Jan. 17    | Monday   | Beginning of semester examination period.   |
| Jan. 29    | Saturday | End of first semester.<br>Last day for receiving applications for undergraduate scholarships for the second semester.   |
| Jan. 31    | Monday   | Beginning of second semester.   |
| Feb. 1     | Tuesday  | Founder's Day. Not a holiday.   |
| Feb. 5     | Saturday | Last day for changes in undergraduate programs.<br>Last day for receiving applications for admission to candidacy for the degree of Master of Arts in June, 1938. |
| Feb. 10    | Thursday | Last day for payment of term bills.   |
| Feb. 22    | Tuesday  | Washington's Birthday. A holiday.   |
| Feb. 28    | Monday   | Last day for receiving applications for graduate scholarships and fellowships for 1938-39.  |
| Mar. 26    | Saturday | Mid-semester reports.   |
| Apr. 2     | Saturday | Beginning of spring recess at 1 P. M.   |
| Apr. 11    | Monday   | End of spring recess at 8 A. M.   |
| May 23     | Monday   | Beginning of semester examination period.   |
| May 30     | Monday   | Memorial Day. A holiday.  |
| June 2     | Thursday | Last day of semester examinations.  |
| June 3     | Friday   | Dissertations and theses for the Ph.D. and M.A. degrees. are due at the office of the Recorder at 9 A. M.   |
| June 6     | Monday   | Commencement Day.   |

## BOARD OF TRUSTEES

|                                      |                        |
|--------------------------------------|------------------------|
| HERBERT PARKER (1907) Vice President | South Lancaster, Mass. |
| ARTHUR P. RUGG (1910)                | Worcester, Mass.       |
| CHARLES H. THURBER (1913), President | Boston, Mass.          |
| GEORGE H. MIRICK (1920), Treasurer   | Worcester, Mass.       |
| FREDERIC B. WASHBURN (1925)          | Worcester, Mass.       |
| ALEXANDER H. BULLOCK (1926)          | Worcester, Mass.       |
| LEON E. FELTON (1930) Secretary      | Worcester, Mass.       |
| FRANCIS H. DEWEY, JR. (1934)         | Worcester, Mass.       |
| ROBERT H. LOOMIS (1936)              | Boston, Mass.          |

Final authority in all matters pertaining to the University is lodged in the Board of Trustees by charter granted by the General Court of the Commonwealth of Massachusetts.

## ADMINISTRATIVE OFFICERS

|   |                   |
|---|-------------------|
| President of the University and Director of<br>the Graduate School of Geography | W. W. ATWOOD, SR. |
| Acting Librarian  | EDITH M. BAKER    |
| Dean of the College   | H. P. LITTLE      |
| Director of the Summer School   | R. S. ILLINGWORTH |
| Director of Extension Courses   | P. H. CHURCHMAN   |
| Recorder  | LYDIA P. COLBY    |
| Bursar  | FLORENCE CHANDLER |

# UNIVERSITY STAFF

## THE UNIVERSITY FACULTY

(Listed in order of academic seniority within each rank.)

WALLACE WALTER ATWOOD, PH.D. 160 Woodland St.  
President, Professor of Physical and Regional Geography, and Director of the  
Graduate School of Geography, since 1920.  
B.S., University of Chicago, 1897; Ph.D., 1903.

HOMER PAYSON LITTLE, PH.D. 156 Woodland St.  
Dean of the College and Professor of Geology since 1922.  
A.B., Williams College, 1906; Ph.D., Johns Hopkins University, 1910.

x LOUIS N. WILSON, LITT.D. 11 Shirley St.  
Librarian 1889-1929. Librarian Emeritus.

WILLIAM HENRY BURNHAM, PH.D. Bancroft Hotel  
Professor of Education and School Hygiene, 1906-26. Professor Emeritus.

BENJAMIN SHORES MERIGOLD, PH.D. 17 Charlotte St.  
Professor of Chemistry and Director of the Chemical Laboratories.  
A.B., Harvard University, 1896; A.M., 1897; Ph.D., 1901. Assistant Professor,  
1903-08; Professor since 1908.

GEORGE HUBBARD BLAKESLEE, PH.D., L.H.D., LL.D.  
Professor of History and International Relations. 21 Downing St.  
A.B., Wesleyan University, 1893; L.H.D., 1923; A.M., Harvard University 1900;  
Ph.D., 1903; L.H.D., Williams College, 1930; LL.D., Brown University, 1936;  
Instructor, 1903-4; Assistant Professor, 1904-09; Professor since 1909.

PHILIP HUDSON CHURCHMAN, PH.D. 20 Institute Rd.  
~ Professor of Romance Languages and Director of Extension Courses.  
A.B., Princeton University, 1896; A.M., 1903; Ph.D., Harvard University, 1908.  
Assistant Professor, 1908-11; Professor since 1911.

HAVEN DARLING BRACKETT, PH.D. 114 Woodland St.  
Professor of Greek and Latin.  
A.B., Amherst College, 1898; Ph.D., Harvard University, 1904. Instructor, 1904-  
06; Assistant Professor, 1906-12; Professor since 1912.

LEROY ALLSTON AMES, A.M. 166 Woodland St.  
Professor of English Literature.  
A.B., Harvard University, 1896; A.M., 1901. Instructor, 1908-10; Assistant  
Professor, 1910-15; Professor since 1915.

LORING HOLMES DODD, PH.D. 88 Sagamore Rd.  
Professor of Rhetoric. Curator of Art.  
A.B., Dartmouth College, 1900; A.M., Columbia University, 1901; Ph.D., Yale  
University, 1907. Instructor, 1910-13; Assistant Professor, 1913-16; Associate  
Professor, 1916-20; Professor since 1920.

**\*ROBERT HUTCHINS GODDARD, PH.D.**

Professor of Physics and Director of the Physical Laboratories.

B.S., Worcester Polytechnic Institute, 1908; A.M., Clark University, 1910; Ph.D., 1911. Instructor, 1914-15; Assistant Professor, 1915-19; Associate Professor, 1919-20; Professor since 1920.

**SAMUEL J. BRANDENBURG, PH.D.**

173 Woodland St.

Professor of Economics and Sociology since 1923.

A.B., Miami University, 1904; Ph.M., University of Chicago, 1909; Ph.D., University of Wisconsin, 1922.

**WILLIAM HOMER WARREN, PH.D.**

166 Woodland St.

Professor of Organic Chemistry.

A.B., Harvard University, 1889; A. M., 1891; Ph.D., 1892. Assistant Professor, 1911-12; Professor since 1925 (February).

**\*DOUGLAS CLAY RIDGLEY, PH.D.**

Professor of Geography in Education.

A.B., Indiana University, 1893; M.S., University of Chicago, 1922; Ph.D., Clark University, 1925. Lecturer in Geography, 1922-24; Associate Professor, 1924-27; Professor since 1927.

**CLARENCE FIELDEN JONES, PH.D.**

193 Lovell St.

Professor of Economic Geography.

B.S., University of Chicago, 1917; Ph.D., 1923. Assistant Professor, 1923-26; Associate Professor, 1926-28; Professor since 1928.

**WALTER ELMER EKBLAW, PH.D.**

Wheeler Ave., N. Grafton, Mass.

Professor of Geography.

A.B., University of Illinois, 1910; A.M., 1912; Ph.D., Clark University, 1926. Associate Professor, 1926-28; Professor since 1928.

**HUDSON HOAGLAND, PH.D.**

150 Woodland St.

Professor of Physiology and Director of the Biological Laboratories since 1931.

A.B., Columbia University, 1921; M.S., Massachusetts Institute of Technology, 1924; Ph.D., Harvard University, 1927.

**CAREY EYSTER MELVILLE, A.B.**

16 Isabella St.

Associate Professor of Mathematics.

A.B., Northwestern University, 1901. Assistant in Mathematics, 1906-09; Instructor, 1909-11; Assistant Professor, 1911-14; Associate Professor since 1918. Registrar, 1914-32.

**VERNON JONES, PH.D.**

54 May St.

Associate Professor of Educational Psychology since 1926.

A.B., and A.M., University of Virginia, 1920; A.M., Columbia University, 1924; Ph.D., 1926.

**JAMES ACKLEY MAXWELL, PH.D.**

11 Downing St.

Associate Professor of Economics.

A.B., Dalhousie University, 1921; A.M., Harvard University, 1923; Ph.D., 1927 (Feb.). Instructor, 1924-26; Assistant Professor, 1926-28; Associate Professor since 1928.

\*Absent on leave, 1936-37.

Brubacher, John S.  
Visiting Professor of Education

New Haven, Conn.

McGeoch, John A.  
Visiting Professor of Psychology

Middletown, Conn.

- ARTHUR FLETCHER LUCAS, PH.D. 78 Downing St.  
Associate Professor of Economics and Sociology.  
A.B., Bates College, 1920; A.M., Princeton University, 1923; Ph.D., 1925. Assistant Professor, 1926-29; Associate Professor since 1929.
- DWIGHT ERWIN LEE, PH.D. 8 Shepard St.  
Associate Professor of Modern European History.  
A.B., University of Rochester, 1921; A.M., 1922; Ph.D., Harvard University, 1928 (Feb.). Assistant Professor, 1927-30; Associate Professor since 1930.
- PERCY MARTIN ROOPE, PH.D. 8 Virginia Rd.  
Associate Professor of Physics.  
A.B., Clark University, 1920; A.M., 1924; Ph.D., 1927. Instructor, 1921-27; Assistant Professor, 1927-31; Associate Professor since 1931.
- HENRY DONALDSON JORDAN, PH.D. 171 Woodland St.  
Associate Professor of English History since 1931.  
A.B., Harvard University, 1918; A.M., 1922; Ph.D., 1925.
- ROBERT STANLEY ILLINGWORTH, A.M., Ed.M. 209 Lovell St.  
Associate Professor of English since 1931. Director of the Summer School.  
A.B., Clark University, 1917; A.M., Lafayette College, 1926; Ed.M., Harvard University, 1933.
- SAMUEL VAN VALKENBURG, PH.D. 10 South Flagg St.  
Associate Professor of Climatology and Regional Geography.  
Ph.D., University of Zurich, 1918. Special Lecturer in Geography, second semester, 1926-27; Assistant Professor, 1927-29; Associate Professor since 1932.
- JESSE LUNT BULLOCK, PH.D. 35 Downing St.  
Associate Professor of Chemistry.  
A.B., Harvard University, 1914; A.M., 1928; Ph.D., 1932. Assistant Professor, 1926-32; Associate Professor since 1932.
- HEINRICH MORANT BOSSHARD, PH.D. 952 Main St., Leicester, Mass.  
Associate Professor of German.  
Ph.D., University of Zürich, 1919; M. Ed., Harvard University, 1921. Assistant Professor, 1927-32; Associate Professor since 1932.
- DAVID POTTER, PH.D. 974 Main St.  
Associate Professor of Biology.  
B.Sc., Massachusetts Agricultural College, 1916; M.Sc., 1923; Ph.D., Harvard University, 1931. Instructor, 1924-27; Assistant Professor, 1927-33; Associate Professor since 1933.
- WAYNE DENNIS, PH.D.  
Associate Professor of Social and Child Psychology, beginning September, 1937. Visiting Professor from the University of Virginia, 1937-38. A.B., Marietta College, 1926; A.M., Clark University, 1928; Ph.D., 1930.
- DAVID MITCHELL DOUGHERTY, PH.D. 5 Columbine Rd.  
Assistant Professor of Romance Languages since 1931.  
A.B., University of Delaware, 1925; A.M., Harvard University, 1927; Ph.D., 1932.

WALLACE WALTER ATWOOD, JR., PH.D. 88 Morningside Rd.  
Assistant Professor of Physiography and Regional Geography since 1932  
(February). B.S., University of Chicago, 1926; A.M., Clark University, 1927;  
Ph.D., 1930.

RAY ALLEN BILLINGTON, PH.D. 1 Woodbine St.  
Assistant Professor of History.  
Ph.B., University of Wisconsin, 1926; A.M., University of Michigan, 1927;  
Ph.D., Harvard University, 1933. Instructor, 1931-34; Assistant Professor  
since 1934.

HAROLD S. JANTZ, PH.D. 9 Hawthorne St.  
Assistant Professor of German since 1934.  
A.B., Oberlin College, 1929; A.M., University of Wisconsin, 1930; Ph.D., 1933.

C. LADD PROSSER, PH.D. 53 Maywood St.  
Assistant Professor of Physiology since 1935.  
A.B., University of Rochester, 1929; Ph.D., Johns Hopkins University, 1932.

KINGSLEY DAVIS, PH.D. 34 Marble St.  
Assistant Professor of Sociology since 1936.  
A.B., University of Texas, 1930; A.M., Harvard University, 1933; Ph.D., 1936.

THEODORE JORGENSEN, JR., PH.D. 1020 Main St.  
Assistant Professor of Physics since 1936.  
A.B., University of Nebraska, 1928; A.M., 1930; Ph.D., Harvard University,  
1935.

ROBERT H. BROWN, PH.D.  
Assistant Professor of Psychology and Philosophy, beginning September, 1937.  
A.B., Wesleyan University, 1932; A.M., Clark University, 1933; Ph.D., 1935.

\*CHARLES M. POMERAT, A.M.  
Instructor in Biology.  
A.B., Clark University, 1932; A.M., Harvard University, 1934. Assistant in  
Biology, 1929-33; Instructor since 1933.

H. EARLE JOHNSON, MUS.M. 18 Downing St.  
Instructor in Music since 1936, and Director of the Musical Organizations.  
Mus.B., Boston University, 1932; Mus.B., Yale University, 1933; Mus.M., 1934.

ANDREW HOOVER, A.B. 144 Woodland St.  
Instructor in English since 1936.  
A.B., University of Kentucky, 1932.

JOHN LANGWORTHY FULLER, PH.D.  
Instructor in Biology since 1936.  
A.B., Bates College, 1931; Ph.D., Massachusetts Institute of Technology, 1935.

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\*Absent on leave, 1936-37.

## OTHER MEMBERS OF THE STAFF

|   |                   |
|---|-------------------|
| MORTON RUBIN<br>Research associate in Biology.                      | Shrewsbury, Mass. |
| GUY H. BURNHAM, A.M.<br>Cartographer, Graduate School of Geography. | 19 Woodman Rd.    |
| ERNEST RAYMOND WHITMAN<br>Director of Physical Education.           | 48 Downing St.    |
| MICHAEL B. FOX, M.D.<br>Medical Director.                           | 390 Main St.      |
| FLORENCE CHANDLER<br>Bursar.  | 18 Downing St.    |
| LYDIA P. COLBY<br>Recorder.   | 276 Highland St.  |
| JOHN W. BOARDMAN<br>Superintendent of Buildings and Grounds.        | 15 Shirley St.    |

## TUTOR IN THE DEPARTMENT OF GERMAN

TOIVO ROSVALL, A.B.

## ASSISTANT IN ENGLISH

PAUL MARBLE, A.M.

## STUDENT ASSISTANTS

*Biology*

JAMES E. TOMAN

*Chemistry*ALBERT P. GIRAITIS, A.M.  
JOHN P. GOULDING, A.M.GEORGE F. LISK, A.B.  
JAMES J. SCANLAN, A.B.

*Economics and Sociology*

HAROLD M. HAYWARD, B.R.E.

JOHN A. MCGUIRE, A.B.

THEODORE F. MARBURG, A.B.

*Geography*

CARL L. STOTZ, A.B.

*Geology*

RICHARD F. LOGAN, A.B.

*History and International Relations*

EDWIN B. CODDINGTON, A.M.

WALTER G. INMAN, A.M.

WILLIAM M. KEENLYSIDE, A.M.

*Physics*

BASILIO CASTALDI, A.B.

# GOVERNING BOARDS AND COMMITTEES

## THE UNIVERSITY FACULTY

The Faculty consists of the President, the Librarian, and all members of the staff giving regular courses of instruction. It has immediate supervision over the general educational work of the University and is responsible for the nomination to the Board of Trustees of candidates for baccalaureate degrees and for honorary degrees.

Secretary of the Faculty, Benjamin S. Merigold.

## THE UNIVERSITY SENATE

An advisory board appointed by the President

President Wallace W. Atwood, *ex officio*

George H. Blakeslee  
Samuel J. Brandenburg  
Philip H. Churchman  
Loring H. Dodd  
Hudson Hoagland

Robert S. Illingworth  
Clarence F. Jones  
Homer P. Little  
William H. Warren

## THE GRADUATE BOARD

The Graduate Board consists of the President and representatives of the departments offering advanced graduate instruction. It has general control of the work of the Graduate Division of the University and is responsible for the nomination to the Board of Trustees of candidates for the degrees of Master of Arts and of Doctor of Philosophy.

President Wallace W. Atwood, *ex officio*

George H. Blakeslee  
Samuel J. Brandenburg  
W. Elmer Ekblaw  
Robert H. Goddard  
Hudson Hoagland  
Clarence F. Jones

Vernon Jones  
Dwight E. Lee  
James A. Maxwell  
Benjamin S. Merigold  
William H. Warren

H. Donaldson Jordan, *Secretary*

*Alternates*

Percy M. Roope

C. Ladd Prosser

## THE COLLEGE BOARD

The College Board consists of the President, the Dean of the College, and six members of the Faculty, appointed by the President. It has immediate supervision over the work of the Undergraduate Division, subject to the control of the Faculty, and recommends to the Faculty candidates for the degree of Bachelor of Arts.

President Wallace W. Atwood }  
 College Dean Homer P. Little } *ex officio*

Ray A. Billington

David Potter

Jesse L. Bullock

Percy M. Roope

David M. Dougherty

Carey E. Melville, *Secretary*

## THE COMMITTEE ON EXTENSION COURSES AND SPECIAL STUDENTS

The Committee exercises general supervision over "courses of college grade for adults" and over special students including candidates for the degree of Bachelor of Education, and recommends to the Faculty candidates for this degree.

President Wallace W. Atwood, *ex officio*Philip H. Churchman, *Chairman*Samuel J. Brandenburg, *Secretary*

Homer P. Little

Vernon Jones

H. M. Bosshard

The Director of the Summer School, *ex officio*

## THE COMMITTEE ON THE SUMMER SCHOOL

President Wallace W. Atwood, *ex officio*

Director of the Summer School, Robert S. Illingworth

George H. Blakeslee

S. Van Valkenburg

Samuel J. Brandenburg

## THE COMMITTEE ON PERSONNEL AND ORGANIZATION

Elected annually to advise the President regarding the personnel and the organization of departments.

George H. Blakeslee

Homer P. Little

Samuel J. Brandenburg

Carey E. Melville

H. Donaldson Jordan

## THE COMMITTEE ON CURRICULUM

|                                      |                       |               |
|--------------------------------------|-----------------------|---------------|
| President Wallace W. Atwood          | } <i>ex officio</i>   |               |
| Dean Homer P. Little                 |                       |               |
| Philip H. Churchman, <i>Chairman</i> |                       |               |
| Leroy A. Ames                        |                       | Vernon Jones  |
| Loring H. Dodd                       |                       | Dwight E. Lee |
|                                      | Samuel J. Brandenburg |               |

STANDING COMMITTEES OF THE  
GRADUATE BOARD

## THE COMMITTEE ON CREDENTIALS

The committee passes upon applications for admission to the graduate division and makes recommendations to the Graduate Board in respect to fellowships and scholarships and candidacy for graduate degrees.

|  |                       |
|--|-----------------------|
| President Wallace W. Atwood, <i>ex officio</i> |                       |
| Clarence F. Jones, <i>Chairman-Secretary</i>   |                       |
| George H. Blakeslee                            | Samuel J. Brandenburg |
| William H. Warren                              |                       |

## THE COMMITTEE ON PROFICIENCY IN FOREIGN LANGUAGES

The committee examines candidates for the degree of Doctor of Philosophy for proficiency in foreign languages.

|   |
|---|
| President Wallace W. Atwood, <i>ex officio</i>      |
| Philip H. Churchman, Professor of Romance Languages |
| Heinrich M. Bosshard, Associate Professor of German |
| A representative of the student's major department. |

STANDING COMMITTEES OF THE  
COLLEGE BOARD

## EXECUTIVE COMMITTEE

|                                     |                     |              |
|-------------------------------------|---------------------|--------------|
| President Wallace W. Atwood         | } <i>ex officio</i> |              |
| Dean Homer P. Little                |                     |              |
| Carey E. Melville, <i>Secretary</i> |                     | David Potter |

## THE COMMITTEE ON ADMISSIONS

|                                       |                      |
|---------------------------------------|----------------------|
| President Wallace W. Atwood           | } <i>ex officio</i>  |
| Dean Homer P. Little, <i>Chairman</i> |                      |
| Samuel J. Brandenburg                 | Carey E. Melville    |
| Robert S. Illingworth                 | Benjamin S. Merigold |

## COMMITTEE ON DEPARTMENTAL HONORS

|                               |                     |
|-------------------------------|---------------------|
| President Wallace W. Atwood   | } <i>ex officio</i> |
| Dean Homer P. Little          |                     |
| Vernon Jones, <i>Chairman</i> |                     |
| Leroy H. Amès                 | H. Donaldson Jordan |
| Samuel J. Brandenburg         | David Potter        |
| David M. Dougherty            |                     |

## THE COMMITTEE ON ATHLETICS

|                                       |                     |
|---------------------------------------|---------------------|
| President Wallace W. Atwood           | } <i>ex officio</i> |
| Dean Homer P. Little, <i>Chairman</i> |                     |
| James A. Maxwell                      | Ernest R. Whitman   |
| David Potter                          | Ray A. Billington   |

## COMMITTEE ON STUDENT FINANCES

|                                 |                     |
|---------------------------------|---------------------|
| President Wallace W. Atwood     | } <i>ex officio</i> |
| Dean Homer P. Little            |                     |
| Guy H. Burnham, <i>Chairman</i> |                     |
| James A. Maxwell                | Ernest R. Whitman   |

## COMMITTEE ON SOCIAL AFFAIRS

|                                   |                     |
|-----------------------------------|---------------------|
| President Wallace W. Atwood       | } <i>ex officio</i> |
| Dean Homer P. Little              |                     |
| Jesse L. Bullock, <i>Chairman</i> |                     |
| H. Donaldson Jordan               | William H. Warren   |

## COMMITTEE ON FRATERNITIES

President Wallace W. Atwood }  
Dean Homer P. Little } *ex officio*

Dwight E. Lee, *Chairman*

W. Elmer Ekblaw

Arthur F. Lucas

## COMMITTEE ON PUBLICATIONS

President Wallace W. Atwood }  
Dean Homer P. Little } *ex officio*

Leroy A. Ames, *Chairman*

Heinrich M. Bosshard

Percy M. Roope

# THE UNIVERSITY

## THE LOCATION

Clark University is located in Worcester, Massachusetts, an industrial and educational center with a population of about two hundred thousand. It is approximately forty miles from Boston and from Providence, and two hundred miles from New York City.

## GROUNDS AND BUILDINGS

The university campus is a tract of eight acres bounded by Main, Woodland, Maywood, and Downing Streets, about a mile and a quarter from the City Hall. Here the principal buildings are located. Besides this tract, the institution owns the athletic grounds between Maywood and Beaver Streets, where the tennis courts are located, the athletic field at the corner of Park Avenue and Beaver Street, the land on the corner of Woodland and Charlotte Streets, where Estabrook Hall is located, the adjacent Fanning estate and other property opposite the campus on Woodland Street, and the Hadwen Arboretum on Lovell Street. The residences of the President and of the Dean of the College are on Woodland Street, opposite the campus.

## ORGANIZATION

The UNIVERSITY includes:

THE UNDERGRADUATE DIVISION offering to men a general college course leading to the degree of Bachelor of Arts.

THE GRADUATE DIVISION offering advanced instruction leading to the degrees of Master of Arts and of Doctor of Philosophy.

THE GRADUATE SCHOOL OF GEOGRAPHY offering special training leading to higher degrees in geography.

THE SUMMER SCHOOL offering both undergraduate and graduate instruction with special reference to candidates for the degrees of Bachelor of Education and Master of Arts.

THE EXTENSION DIVISION offering courses at the University in the late afternoon and on Saturday, with special reference to the needs of candidates for the degree of Bachelor of Education.

THE LIBRARY with its separate endowment, offering unusual opportunities for study and research.

THE CLARK UNIVERSITY PRESS is associated with the University under the direction of a Board of Governors appointed by the Trustees of the University. It is not a service department of the University, but a self-supporting enterprise engaged in the publication of scientific books and journals.

THE DEPARTMENTS at present offering courses of study are:

1. Ancient Languages and Literatures
2. Biology
3. Chemistry
4. Economics and Sociology
5. Education
6. English Language and Literature
7. Geography
8. Geology
9. German Language and Literature
10. History and International Relations
11. Physics and Mathematics
12. Psychology
13. Romance Languages and Literatures

#### THE ACADEMIC YEAR

The academic year begins on the Monday before the fourth Thursday in September, and ends on Commencement Day, the thirty-eighth Monday (the first or second Monday in June). The first semester ends on the Saturday before the twentieth Monday and the second semester begins on the twentieth Monday of the academic year. There are three recesses during the college year: Thanksgiving Day and the two days following; two weeks including Christmas and New Year's Day; and the first full week in April. University exercises are suspended also on Washington's Birthday, and Memorial Day.

The Summer School begins on a Monday near the first of July and continues in session for six weeks.

*Students are expected to be present on the first day of each term and to continue in attendance from day to day to the end of the term.*

#### ADMISSION

Three classes of students are admitted:

1. Undergraduates. For requirements see announcement of the Undergraduate Division.
2. Graduate students. For requirements see announcement of the Graduate Division.

3. Special students. (a) Mature persons, not candidates for a degree, who wish to take advantage of the opportunities for study afforded by the University, and who give satisfactory evidence of adequate preparation for the work which they wish to undertake. (b) Candidates for the degree of Bachelor of Education. For requirements see announcement of the Bachelor of Education degree.

Requests for information and for application forms should be addressed to the OFFICE OF THE UNIVERSITY, 950 MAIN STREET, WORCESTER, MASSACHUSETTS.

## REGISTRATION

The first day of the academic year and of the summer session is devoted to the registration of programs of study. Registration for the second semester is required not later than the Wednesday before the beginning of final examinations in the first semester.

*Failure to register at the time designated is penalized, in the case of undergraduates, by a charge of one dollar for each day's delay up to a maximum of five dollars.*

## TUITION AND FEES

### TUITION

Tuition, undergraduate and graduate, is \$200 per year. In addition to the tuition the University collects from each undergraduate five dollars each semester for the support of "student activities." Students enrolled in fewer than four courses are charged at the rate of \$30 per course for a semester. A proportionate charge is made for fractional courses. Tuition is payable in two equal installments, due at the beginning of each semester. If the tuition is not paid within ten days after it is due the enrollment of the student lapses. A student whose enrollment has lapsed for non-payment of tuition may be re-enrolled, with permission of the proper administrative officer on payment of the overdue tuition with an additional fee of \$2.

Tuition in the Summer School is \$20 for a single course, \$35 for two or three courses (a normal program), and \$45 for four courses. Tuition may be paid at any time before the opening of the Summer School, and must be paid by noon of the first Saturday of the term.

Tuition in special courses for teachers (courses of college grade for adults) is \$8.00 for a course meeting one hour per week for one semester and \$15 for a course meeting two hours a week for one semester.

The following regulation was adopted by the Trustees at a meeting held March 28, 1931.

*"No refund of tuition and no release of obligation to pay tuition shall be made because of failure for any reason on the part of a student to complete the work of any semester after it is begun."*

#### MATRICULATION FEE

A matriculation fee of \$5.00 is required of all students formally enrolled in Clark University. This fee is paid but once, and permits a student to return successive years, or after a period of absence, without further charge for matriculation.

Students who register for the Summer School pay the matriculation fee.

Students enrolled as "auditors" are not required to matriculate.

*Official statements of record are issued by the Recorder of the University for matriculated students only.*

#### LABORATORY FEES AND DEPOSITS

Laboratory fees are charged at the rate of \$5.00 each semester for undergraduate laboratory courses.

A deposit of \$10 for each course, to cover breakage, is required of students taking undergraduate laboratory work in chemistry. The department notifies the Bursar at the end of the year of the total charges against the student for breakage, and any balance remaining is returned. If the deposit is not sufficient to cover the breakage charges, any excess is collected by the Bursar.

Graduate students taking undergraduate courses pay the same fees and deposits as undergraduates.

A deposit of \$25 is required of each graduate student in the Department of Chemistry, at the beginning of the year. Ordinary supplies and materials are charged to the student's account at cost. Any balance remaining is refunded at the end of the year.

Laboratory fees and deposits for breakage are due at the time of registration for the courses.

#### PUBLICATION FEES

Publication fees, \$10 for the Master of Arts thesis and \$15 for the Doctor of Philosophy dissertation, are due when applications for admission to candidacy are filed.

## DIPLOMA FEES

Diploma fees are charged according to the following schedule:

\$5.00, for the Bachelor of Arts or the Bachelor of Education diploma, due at the beginning of the second semester of the year in which the candidate expects to receive the degree.

\$10, for the Master of Arts diploma, due when application for admission to candidacy is filed.

\$25, for the Doctor of Philosophy diploma, due when application for admission to candidacy is filed.

## DINING HALL AND DORMITORY

Board at the Dining Hall is furnished at a reasonable rate which has varied from year to year. During the current year the charge is \$7.50 per week, with *no refunds for absences except in cases of protracted illness.*

*Undergraduates who do not live in their own homes are required to board at the Dining Hall.*

Estabrook Hall, the undergraduate dormitory completed in 1924, provides accommodations for about fifty students. Two students in a suite of two rooms are charged \$150 each; two in one room, \$115 each except on the mezzanine floor where the charge is \$135 for each student. Dormitory room rent is payable either in advance or one-fifth at the beginning of each semester and one-tenth on the first day of November, December, January, March, April and May. Each student is required to deposit \$25 before occupying a room. This deposit is returned, less a charge for lights and any charges for damages to the room or its furnishings, when the key to the room is surrendered to the Bursar.

*Freshmen not living in their own homes are required to room in Estabrook Hall.*

Rooms are assigned to freshmen in order of application, when the application is accompanied by the deposit of \$25. Students who indicate a desire to room together will be accommodated whenever possible. Rooms not required for freshmen may be rented by upper classmen or by graduate students.

The University has dormitory accommodations in the "Faculty House" for a small number of graduate students.

## OTHER EXPENSES

Students will find that the necessary expenses of living in Worcester are comparable with similar costs in any large city. The total is largely dependent upon the individual's habits and tastes.

Lodgings may be secured at a reasonable cost in private houses within convenient distance from the campus.

The cost of books varies with the programs of study. The University maintains a bookstore where textbooks and supplies may be procured.

## FELLOWSHIPS, SCHOLARSHIPS AND LOANS

Fellowships, scholarships and loans or other grants for graduate students are available as stated in the announcement of the Graduate Division.

Undergraduate scholarships and loans or other grants are available as stated in the announcement of the Undergraduate Division.

## HEALTH AND PHYSICAL TRAINING

The Medical Director, Doctor Michael B. Fox, exercises general supervision over matters of health and hygiene in the University. For undergraduates a thorough medical examination is required at the beginning and end of each year.

The Medical Director is available during the academic year for conferences and medical advice. It is intended that his services shall be primarily of a preventive nature. The University does not conduct an infirmary and does not undertake to care for cases of illness requiring medical attention or hospital accommodations, although it will co-operate in every possible way in meeting such emergencies.

The Director of Physical Education has supervision over all required physical training and other athletic activities. In the matter of intercollegiate contests he is assisted by the Committee on Athletics.

The gymnasium is located on the ground floor of Jonas G. Clark Hall. Individual steel lockers and an ample number of shower baths are provided.

# THE LIBRARY

EDITH M. BAKER, *Acting Librarian*

HELEN J. ELLIOT, *Cataloguer*

## *Assistants*

DOROTHY M. DICKINSON

MARION HENDERSON

EDITH L. SAWYER

MARJORIE WHITNEY

## *Student Assistants*

DONALD BLANCHARD

WILLIAM LEWIS

The Library, under the terms of Mr. Clark's will, received one quarter of his estate for the "support and maintenance of a University Library." Thus the Library is well endowed and is able to provide amply for the needs of all departments. It contains over 154,000 bound volumes and pamphlets, and the readingroom receives about 575 journals.

Particular attention is paid to the needs of students engaged in research work. The Library already possesses a good collection of complete sets of the best scientific periodicals. It makes liberal purchases for individual needs and supplements these by drawing upon the resources of the older and larger libraries through the inter-library loan system. The number of books added each year is about 3,000 volumes.

The books in the Art Department are accessible on application to the Librarian, but, by the terms of the Founder's will, they *cannot* be taken from the building.

All regular privileges of the Library are open to all members of the University.

Tuesday and Friday mornings, each week, all books recently added to the Library are placed upon a table in the reference section, where they remain for three days. This affords the members of the University an opportunity to examine the new books in all departments before they are placed upon the shelves for circulation.

The Library is open from 8 a. m. to 10 p. m. each week day (except on legal holidays), during the regular sessions of the University. During the Summer School session the Library is open from 8 a. m. to 6 p. m.

## ART DEPARTMENT

In his last will and testament the Founder of the University bequeathed

"the sum of \$100,000, as an endowment fund for the Art Department of said University, and said sum is to be held and kept sacred and intact as a principal not to be used or expended under any conditions; but the income, interest or proceeds thereof shall be used only in putting and keeping said works of art or others given or obtained for said department in good condition and in taking care of them; and then if there is a surplus of the income of said fund, I will and direct that it be used in the purchase of additional works of art or of such matters as will add to the usefulness and efficiency of said Art Department."

Under these conditions a large room has been furnished and equipped on the upper floor of the Library Building. Upon the death of Mrs. Clark, those works of art of the Founder's collection which were deemed most suitable for this purpose were arranged and displayed in this room, together with his most valuable books, which by the conditions of the will cannot be removed from the building. A complete catalogue of these books and paintings has been published in the Publication of the Library, Vol. 2, No. 1.

The most recent addition to the collection is a portrait of Louis N. Wilson, librarian of Clark University from 1889 to 1929, librarian emeritus, 1929-, by Leopold Seyffert of New York.

The Art Department is open daily (except Sundays and holidays) from 9 a. m. to 5 p. m.

# THE UNDERGRADUATE DIVISION

## "CLARK COLLEGE"

When the College was established in 1902, a three-year course was adopted as the normal one for the baccalaureate degree. This innovation was due to the emphasis placed upon a three-year course in the will of the Founder, based on a conviction that properly prepared students could secure in three years, under favorable conditions, a training essentially equivalent to that ordinarily obtained in a four-year college course. Increasing pressure, both for the admission of high school graduates who could not qualify for the three-year course and for a larger development of extra-curricular activities, led ultimately to the abandonment of the original plan. Beginning with the class which entered in September, 1922, a four-year course became the normal one leading to the degree of Bachelor of Arts. The opportunity to complete the course in three years is still open, as in other colleges, to well prepared and serious students. Only a small number avail themselves of this opportunity.

The College has a competent faculty and is well equipped for the work which it undertakes. A general program leading to the degree of Bachelor of Arts is offered. Distinctly vocational or professional programs are not offered.

A complete statement in regard to fees and expenses will be found under the heading TUITION AND FEES.

## SCHOLARSHIPS AND STUDENT AID

THE JONAS G. CLARK SCHOLARSHIPS established by the Trustees in January, 1925, provide scholarships of the value of one hundred dollars each to fifty undergraduates.\* Twenty of these scholarships are reserved for applicants for admission to the freshman class who rank in the upper quarter of their graduating classes in preparatory schools, eight of them being for graduates of the High Schools of Worcester. Of the remaining thirty scholarships, ten are reserved for each of the three upper classes, for students who rank in the upper quarter of each class.

These grants are for the encouragement of high grade scholarship. In conformity with this purpose they are subject to the following

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\*Thirty additional scholarships have been offered currently to entering freshmen as a contribution by the University toward the alleviation of the existing conditions of widespread unemployment and reduced incomes.

conditions: (1) one-half the value of the scholarship is deducted from the term bill of the holder at the beginning of each semester; (2) a scholarship is automatically forfeited for the second semester if the holder fails to maintain a rank in the upper half of his class during the first semester.

THE SANFORD MEMORIAL SCHOLARSHIP FUND, established by alumni of the University provides an annual scholarship, amounting at present to \$200, for a student in the college.

THE LIVERMORE AND AMBULANCE SCHOLARSHIP was endowed by citizens of Worcester in honor of Charles Randall Livermore, the first Clark man to fall in battle in the World War, and of his companions in the Clark Unit of Ambulance Drivers. Fifty dollars or more is offered annually, to be awarded on the basis of academic success, character and usefulness to the College. The scholarship is open to students who are residents of Worcester County.

THE HENRY A. WILLIS FUND provides scholarships for students from Fitchburg, Massachusetts, and vicinity. In the absence of suitable candidates from this community grants may be made to others.

THE B'NAI BRITH SCHOLARSHIP, provided by the Order of B'nai Brith, is primarily but not exclusively for the aid of Jewish students.

THE CLARK UNIVERSITY FACULTY WOMEN'S CLUB offers a \$100 scholarship to an applicant who ranks high in intellectual and personal qualities. The club is assisted by alumnae and wives of alumni. Application should be addressed to The Chairman, Scholarship Committee, Clark University Faculty Women's Club.

Applications for undergraduate scholarships should be filed at an early date on blanks which may be secured at the general office. Awards are made by the College Board.

The Board expressly reserves the right to award fewer than the full number of scholarships in any year if for any reason this seems advisable.

Aid given in the form of scholarships is not regarded as a loan. It is recognized, however, that those who receive such aid may wish to return the amount in later years. *Any sums received from this source will be added to the ALUMNI LOAN FUND of the College.*

#### LOAN FUNDS

THE ALUMNI LOAN FUND is a permanent revolving fund established by the Trustees and the Alumni. To this has been added a fund of about \$500 contributed by L. Kelly Foster, C. B. L. Kelley, Isadore Lubin, H. M. Smith, and others.

THE ESTABROOK LOAN FUND was created by the generosity of the late Arthur F. Estabrook of the Board of Trustees.

Loans from these funds are made to undergraduates by the Dean of the College in coöperation with the Alumni Committee on Loans. Loans are covered by endorsed notes payable at a fixed date and bear interest at the rate of 6 per cent per year.

THE SARAH M. THURBER LOAN FUND was established through the generosity of Dr. Charles H. Thurber, President of the Board of Trustees, as a memorial to his mother. The fund is administered by the President of the University. Such loans bear interest at the rate of 6 per cent per year.

Interest received from loans is in all cases added to the fund from which the loan was made.

### ADMISSION

Inquiries regarding admission and requests for blank forms should be addressed to the Dean of the College. Application for admission should preferably be made by March 1. *No application received after August 1 can be promised consideration.*

Every admission is an "admission on trial" to the actual work at the College. The University reserves the right to require the withdrawal at any time of any student whose record in either conduct or scholarship fails to meet the expectations implied by his admission.

*Application blanks, as well as official transcripts of preparatory school records and certificates of character should be sent directly to the College by the school officials who sign them.*

*Special students* are not admitted to the College. They may be admitted to the University on the recommendation of a department and under the supervision of the Committee on Extension Courses and Special Students.

### ADMISSION TO THE FRESHMAN CLASS

Satisfactory references as to character and the completion of a four-year high school course or its equivalent, including fifteen units of credit in acceptable subjects, are required for admission to the freshman class. A statement of "quality requirements" will be found in the following section.

The term "unit" is understood to mean approximately one-quarter of a pupil's normal program of work for the school year.

The "fifteen units of credit in acceptable subjects" must include the "required subjects," 5 units; not less than seven units from the "restricted electives"; and not more than three units from "free electives."

A normal preparatory program will include:

Required subjects, 5 units

English, 3 units (4 years)

Mathematics, 2 units (Algebra and Geometry)

Restricted electives, 7 or more units (see note 1) chosen from

Foreign language, 2, 3 or 4 units (see note 2)

Social sciences, 2 or 3 units (see note 3)

Natural sciences, 2 or 3 units (see note 4)

Mathematics, 1 or 2 units (in addition to required units)

Free electives, not more than 3 units, at the discretion of the committee on admissions, in "commercial subjects" or other subjects recognized by the preparatory school in its regular program leading to graduation.

NOTE 1. Each of the first three groups of subjects under "restricted electives" must be continued in college.

NOTE 2. The college does not recognize less than 2 units in any foreign language.

NOTE 3. History, Government, Civics, Economics, etc.

NOTE 4. Physics, Chemistry, Biology, etc.

An applicant for admission to the freshman class should supply, on blanks furnished by the college:

1. A signed application for admission which should be forwarded by the principal of the school in which the applicant has prepared for college, after the "Personality Rating Scale" has been completed by a responsible officer of the school. This application should be filed with the Dean at the earliest practicable date.
2. A complete statement of his preparatory school record and of the subjects in which he can be "certified". This should be mailed to the Dean by an officer of the school, preferably immediately after the end of the first half of the senior year. Records received at this time will be returned to the school for final "certification" at the end of the year. (See statement below in regard to certification.)
3. Records of any entrance examinations which he may have taken and of any action by any other college in respect to admission.

#### QUALITY REQUIREMENTS

Applicants whose references are satisfactory and who are "certified" in fifteen acceptable units from approved schools will be admitted without conditions.

"Certification" for less than fifteen units may be accepted; (a) for *admission with conditions* (see below) if at least thirteen units are "certified" and the remainder of the required fifteen units are "passed"; (b) for admission, with or without conditions, if supplemented by a satisfactory record in College Board examinations in subjects not certified.

Certificates are accepted from schools on the list of the New England College Entrance Certificate Board. Schools located in New England but not on this list may apply for "specimen" certification privileges to the Secretary of the Board, Dean Frank W. Nicolson, Wesleyan University, Middletown, Connecticut.

A certificate from a school, not on the list approved by the Board, can be considered only when the school lies outside of the jurisdiction of the Board. In such cases "certification" will be interpreted, in the spirit of the regulations of the Board. It will be assumed that the school is willing to be judged, in respect to continued "certification" privilege, on the basis of the college records of the candidates in subjects which are "certified".

#### ENTRANCE EXAMINATIONS

Applicants who cannot present at least thirteen "certified" units should arrange in consultation with the Dean of the College to take "College Board" examinations in June. Information concerning these examinations may be obtained from school officers or by addressing the College Entrance Examination Board at 431 West 117th St., New York City. Applications for examinations must be received by the Board before the end of May.

Those who make a satisfactory record in designated examinations may be admitted to the College with or without conditions. The College will determine in each case what constitutes a satisfactory record in the examinations.

A final opportunity to qualify for admission by examination is offered at the College immediately before the opening of the academic year in September. These examinations are provided by the College Entrance Examination Board, and are intended to supplement those held in June. Admission to these examinations is by special permission in each case. A fee of \$5.00 is charged by the College for a single examination, with an additional fee of \$3.00 for each additional subject.

#### ADMISSION WITH CONDITIONS

Applicants who present fifteen "passed" units in acceptable subjects but who are not "certified" in one or, at most, two units, may

be admitted with one or with two conditions respectively. Applicants whose shortage in "certified" units is more than two have an opportunity to qualify for admission, with or without conditions, by satisfactory records in "College Board" examinations.

Conditions may be in specified subjects, or may be general, in the latter case indicating some deficiency in the high school course as a whole. All conditions are terminated at the beginning of the sophomore year either by removal in the manner specified below or by additions to the requirements for graduation.

Conditions are removed if at the end of the freshman year the conditioned student has met the normal scholarship requirements for regular standing, namely, no failures and grades above D+ in three fourths of the total credit earned at that date. Conditions may also be removed by satisfactory records in "College Board" examinations covering the conditioned subjects in June or September following the freshman year.

Applications for examinations in September, for the removal of conditions, should be filed with the Recorder not later than the first of July preceding the date of the examinations. The fee for examination must be paid when applications are filed.

*Each condition not removed at the beginning of the sophomore year will be replaced by an additional requirement for graduation amounting to one half-course.*

#### ADMISSION TO ADVANCED STANDING

A student who wishes to enter the College after having been enrolled in another institution of college grade is required to submit a letter of honorable dismissal, a complete transcript of his record at the institution last attended and such other information as the Committee on Admissions may request. If he is admitted he will be provisionally assigned to the freshman, sophomore, junior, or senior class and will be permitted to register for a suitable program. He will not be given a final class rating until he has been in residence for at least one semester. After a semester in residence he will be given conditional credit for the work done elsewhere to an amount determined by vote of the College Board, on the recommendation of the Recorder and the departments concerned.

The Bachelor's degree will not be conferred upon a student until he has spent at least a year in residence at Clark University, and usually not unless the period of residence includes the two semesters immediately preceding the granting of the degree.

## FACULTY ADVISERS

When a student is admitted to the College he is assigned to a member of the faculty who will act as his adviser. The adviser will assist the student in making up his program of studies for registration and will be ready at all times to afford him help and counsel, either in regard to problems of college life or other matters. The student should consult with his adviser as soon as possible after the opening of the college year in order to outline his program of studies.

## REGISTRATION

The freshman class assembles at the college on Friday before the opening of the academic year and spends Friday and Saturday in becoming acquainted with the college, and in completing certain preliminary exercises.

Registration days are the first day of the academic year and three days preceding the examination period at the end of the first semester. Failure to register on or before these days involves a charge of \$1.00 for each day's delay up to a maximum of \$5.00.

*A student's record of attendance begins with the first day of the semester. No credit for attendance is given until registration is completed. In cases of delayed registration unexcused absences are recorded for all scheduled meetings of courses unless excuses acceptable to the College Board are presented.*

During the first week of any semester changes of courses may be made for sufficient reason with the written approval of the student's adviser and the instructors concerned. After the first week of any semester no changes may be made except such as are authorized by special vote of the College Board.

Freshmen may register for programs of either five or six courses in the first semester. In subsequent semesters programs of six courses are restricted to students whose average grade in all courses for the preceding semester has been C+ or better, except in the case of seniors. A senior whose graduation at the end of the year depends upon the completion of a program of six courses may register for such a program in either semester if his average grade for the preceding semester has been C— or better.

The election of a *major subject* is required as part of registration at the beginning of a student's second year in college. This election when once recorded may be changed only with the approval of the Dean. Although the *major subject* is not officially regarded as fixed until the student's second year in college, he should plan his course as definitely as possible from the beginning with his probable choice in view.

## STUDENT PROGRAMS

The curriculum permits considerable freedom of adjustment to individual differences of interest. Each student's program of studies includes a group of courses constituting a *major*, together with required courses in English, fine arts or literature and certain courses chosen under regulations intended to insure a reasonable distribution of work among the various departments. A large part of each program is made up of courses chosen without restriction.

For statements as to what particular courses may be combined to form a *major* the announcements of the different departments should be consulted.

Regular students normally carry programs of five courses in addition to the required work in physical training. In general it is expected that a course meeting three times weekly will require two hours of preparation for each lecture or recitation. Laboratory periods are usually three hours in length.

*A student carrying the regular program should expect his college work to require from forty-five to fifty hours of his time per week, in addition to the work in physical training.*

Candidates for the bachelor's degree in less than four years will generally carry programs of six courses and should expect to spend practically their entire time on their college work.

The subjects in which instruction is offered, excepting Fine Arts and Music, are grouped in three divisions:

## DIVISION A

Biology, Chemistry, Experimental Psychology, Geology, Mathematics, Meteorology, Physics, Physiology.

## DIVISION B

Economics, Education, Geography, History, International Relations, Psychology, Sociology.

## DIVISION C

Ancient Languages, English, German, Romance Languages.

First year students must make up their programs entirely from courses designated as "Open to Freshmen."

The program for the freshman year must include:

1. English 11.
2. A course in Foreign Language.

3. A course in Division A.
4. A course in Division B.
5. An elective. (Mathematics 110 or 111 for students intending to major in Division A.)

Second year students should, as a rule, continue work in Foreign Language, and complete the requirements listed under 3 below, with the exception of the *major*.

*Any first year requirements which have not been completed must be included in the program of courses for the second year.*

Undergraduates, other than freshmen, may enter any course listed "primarily for undergraduates," for which, in the judgment of the instructor in charge, they are prepared. Seniors and juniors who have completed the published prerequisites are admitted, at the discretion of the instructor in charge, to courses listed "for graduate students and advanced undergraduates." Undergraduates are not admitted to courses "primarily for graduate students" except in rare cases, and then only by special vote of the College Board and the approval of the Secretary of the Graduate Board.

Regular gymnasium exercise is required of all students for the general promotion of their health and mental efficiency. This is scheduled at times which avoid conflict with recitation hours. *Students may be excused from this requirement only on the recommendation of the college physician.*

## REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

*Beginning September, 1934, all college regulations involving a quantitative statement of "credit" are expressed in terms of "courses" instead of "semester hours." Records in terms of semester hours made prior to September, 1934, will be interpreted in terms of courses on the basis of one "course" for six "semester hours".*

Students who satisfy all of the following requirements will be recommended for the degree of Bachelor of Arts unless in the judgment of the College Board there is cause for withholding this recommendation.

1. Not less than three academic years of college study in residence. At least one full year and usually the last year before the degree is conferred must be spent at Clark University.

2. The completion of twenty "courses" (in addition to the re-

quired work in physical training) with satisfactory scholarship standing.

*A "course" as a unit of credit implies, normally, three or four class meetings or laboratory exercises per week throughout the academic year, i.e., one-fifth of a student's normal program. Where departments offer fractional courses, these will be combined in reckoning a student's total credit in courses.*

3. The completion with satisfactory scholarship standing of the following requirements in specified subjects and fields of study.

- a. A *major* of seven courses, four or five of which must be in a "major department." The remaining two or three courses must be taken in subjects related to the major subject. The entire group of seven courses must be approved by the major department as constituting a satisfactory *major*.

Mathematics is a requirement in the freshman year for students who intend to major in division A. This course may be included in the *major* of seven courses.

Elementary Greek or Latin is a requirement in the freshman year for students who expect to major in division C, unless at least two units of one of these languages has been accepted for admission. This course may be included in the *major* of seven courses.

- b. *English*. (1) English 11, or its equivalent; a requirement in the freshman year for all students.

(2) Satisfactory proficiency in the use of English, certified by a faculty committee appointed for this purpose; a requirement for all students before the degree of Bachelor of Arts is conferred.

- c. *Art, Music, and Literature*. One course, or two half courses, in the appreciation of painting, sculpture, etc.; or in music; or in certain special fields of literature, English or foreign; or in the "culture" of various peoples.

The courses listed in this catalogue which are acceptable under this requirement are:

Art 10 and 11

English 15 and 111

French 113 and 114

German 14 (or 141), 17, and 142

Greek 17

Music 12

- d. *Foreign language.* (1) One course in foreign language; a requirement in the freshman year for all students.  
(2) One course in French or German, at or beyond the level of third year college courses in either language; a requirement for all students before the degree of Bachelor of Arts is conferred.
- e. *Division A.* Two courses, one of which must be a "laboratory course"; or one "laboratory course" and two half courses.  
This requirement is reduced to one "laboratory course" in the case of students whose admission record includes credit for four units in science.  
Courses in the history of the sciences may not be counted toward the fulfilment of this requirement.
- f. *Division B.* Two courses, or the equivalent in half courses.
4. The satisfactory completion of three years of physical training, two hours per week.

## GRADING AND SCHOLARSHIP

Beginning September 1935, the use of "ranks" (relative standing in each class) as the basis of a student's scholarship record was abandoned, in favor of the more usual grading system employing the symbols A, B, C, D, and F.

Courses with grades of D+, D or D— may be counted toward the A.B. degree only up to a maximum of one quarter of total credit required; i. e. not more than five (5) such courses, or their equivalent in fractional courses, may be counted. If some of the twenty courses required for the degree are not graded, then the maximum credit which may be counted with grades of D+, D or D— is limited to one quarter of the total credit from all courses in which grades are given.

## CLASSIFICATION OF STUDENTS

Students are classified as freshmen, sophomores, juniors and seniors on the following basis:

A student who at the beginning of any academic year, has credit of less than two and one half courses is classified as a *freshman* for that year.

A student, who, at the beginning of any academic year, has credit of two and one half courses or more, but less than eight courses is classified as a *sophomore* for that year.

A student, who, at the beginning of any academic year, has credit of eight courses or more, but less than fourteen courses is classified as a *junior* for that year.

A student, who, at the beginning of any academic year, has credit of fourteen courses or more, is classified as a *senior* for that year.

A student who has announced his intention of becoming a candidate for the degree of Bachelor of Arts in three years and who, at the beginning of his third year has completed not less than two thirds of the twenty courses required for graduation is classified as a *senior* for that year.

Any student, who, at the beginning of the second semester, is clearly in a position to complete the requirements for the degree before the beginning of the next academic year, is classified as a *senior* for the second semester.

## HONORS

*First honors* and *second honors* are awarded annually to those members of each class who have, in the judgment of the College Board, distinguished themselves by their scholarship during the year.

The bachelor's degree is awarded *with honor*, *with high honor*, and *with highest honor* to those members of each graduating class whose records warrant this distinction and who are not candidates for "~~departmental honors.~~" *Not recommended.*

## DEPARTMENTAL HONORS

Beginning with the class of 1936 a sophomore whose average standing for his first two years in college places him in the highest third of his class may become a candidate for an *honors* program in his major subject. Any student of this standing may file a formal application with his major department not later than the *first day of May* in his sophomore year. If the application is favorably endorsed by the department concerned, it comes before the College Board for final action after the sophomore year has been completed. The action of the Board either admitting the applicant to an honors program, or refusing admission is reported in writing both to the applicant and to the department. A student who has satisfied the

stated scholarship requirement at the end of his sophomore year, may, upon the recommendation of his major department and the approval of the College Board, be admitted to honors work as late as the end of the first semester of his junior year.

When an applicant has been provisionally accepted by a department for an honors program, he is assigned to a member of the department who acts as "honors adviser." The adviser has supervision of all matters pertaining to the honors program. A program for the student's junior and senior years is prepared in consultation with the adviser. This program may involve independent supervised study replacing work in regular classes to the equivalent of two full "courses". This program, after approval by the department, is filed with the Recorder at the beginning of the student's junior year.

Admission to candidacy for departmental honors does not relieve a student from any of the standing regulations of the college except as specifically here stated. A candidate for departmental honors will receive the degree of Bachelor of Arts "with honors in his major subject" if he completes the general requirements of the college and in addition thereto:

- (a) Maintains an average satisfactory to his major department.
- (b) Completes satisfactorily the program of regular course work and of independent supervised study referred to above.
- (c) Makes a satisfactory record in a comprehensive examination conducted by the department in the field of his major subject.
- (d) Is recommended for departmental honors by his major department and by the College Board.

The comprehensive examination requires not less than two nor more than three regular three-hour examination periods or their equivalent. At least three hours of this total is devoted to a written examination. The comprehensive examination, with the possible exception of laboratory tests, is given between the spring vacation and May 15 of the candidate's senior year. An honors candidate who has passed the comprehensive examination may, at the discretion of his major department, be excused from some or all of the final examinations *in the courses in his major subject*.

A student's candidacy for honors and all privileges connected with it may be terminated by the College Board at the end of any semester upon the recommendation of his major department. In such an event the amount of credit to be allowed for extra-course work done by the student is determined by the College Board in consultation with the department.

## SCHOLARSHIP SOCIETY

The Clark Scholarship Society was organized in 1914. This society is similar in aims to the Society of Phi Beta Kappa. Its object is, "to maintain a high and broad conception of scholarship; to encourage devotion to scholarship, so conceived; to promote a close relation for mutual benefit between the undergraduate members and the faculty members of the Society." Membership in the Society is open to members of the faculty. New student members are elected at the end of the junior year from the men of high standing in the junior class. Nominations are made by the College Board and the undergraduate members of the Society elect from the men so nominated. Additional nominations are made at the middle and end of the senior year.

## ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

Participation in extra-curricular activities is denied only to those students whose scholarship records indicate that further encroachment upon their time and attention may interfere with the completion of their course of study.

A student is "eligible" for the following half semester if at the end of any half semester he is meeting either of the following conditions:

- (a) "Passed" in all courses and graded above D+ in at least one course.
- (b) "Passed" in all but one course, and graded above D+ in at least two courses.

Students carrying less than a full program of studies are ineligible, except in the case of seniors whose programs are adequate to insure their graduation at the end of the academic year.

Students admitted with advanced standing from another college are "ineligible" for the first half-semester of residence at Clark University. Special students are "ineligible."

## ABSENCES

Regulations applying to absences from scheduled class meetings and laboratory exercises are based upon the conviction that such absences, regardless of their cause, involve a loss to the student and a drag upon the class. Students are, accordingly, expected to be consistently regular in attendance. Subject to this general pro-

vision, students are given a considerable degree of freedom in the control of their attendance. It is expected that such freedom will not be abused, and that it will contribute to the growth of each student's sense of responsibility.

## REGULATIONS

### I. GENERAL REGULATIONS

#### 1. REPORTS

Instructors are required to file daily reports of all absences from class or laboratory exercises.

#### 2. ABSENCES FROM REQUIRED COURSE IN PHYSICAL TRAINING.

a. Five (5) *unexcused* absences from the required course in physical training are permitted in any semester without penalty. Authority to excuse absences from physical training lies with the Director of Physical Training.

b. Any student who incurs more than five (5) unexcused absences from the required course in physical training in any semester will be recorded as "failing" the course for that semester.

#### 3. ABSENCES FROM ASSEMBLY.

a. Four (4) unexcused absences from the weekly assembly are permitted in any semester without penalty. Authority to excuse absences from assembly lies with the Dean of the College.

b. Any student who incurs more than four (4) unexcused absences from assembly in any semester is required to appear in person before the College Board for disciplinary action.

#### 4. WORK LOST THROUGH ABSENCES FROM CLASS MEETINGS OR LABORATORY EXERCISES.

Instructors are authorized to require work lost through absence to be made up in any reasonable manner.

#### 5. TARDINESS

a. In case of tardiness in class attendance, the entire responsibility for avoiding a record of absence is upon the student. He should adjust the matter with the instructor at the end of the class meeting. Reports of absence which result from a neglect of this responsibility by the student *will not be corrected*.

b. Instructors may report one or more tardinesses as an absence or make any other reasonable regulations in regard to tardiness.

6. EXEMPTION FROM REGULATIONS RELATING TO ATTENDANCE AT CLASS MEETINGS AND LABORATORY EXERCISES.

Sophomores, juniors, and seniors who attain an average of B— or better in any semester are exempt from all regulations relating to attendance at class meetings or laboratory exercises. Such students are *not* exempted from regulations relating to attendance at the weekly Assembly or physical training.

II. REGULATIONS RELATING TO ATTENDANCE AT CLASS MEETINGS AND LABORATORY EXERCISES

*All students who are not exempt under rule 6 (above) are subject to the following regulations.*

7. CLASSIFICATION OF ABSENCES

Absences are classified as *excused*, *partially excused* and *unexcused*.

*Excused absences.* Absences for the following causes only will be excused if proper information is given to the Recorder by Saturday of the week following the student's return to college:

a. Illness for which a physician's certificate or other satisfactory evidence shall be provided.

b. Serious illness or death in the immediate family of the student concerned.

c. Attendance upon excursions officially authorized for instructional purposes in connection with a course in which a student is registered for credit.

d. Brief absences on special University business, authorized by the College Board.

*Partially excused absences.* Absences are classified as *partially excused* when they are due to any of the following causes:

a. Authorized trips of athletic teams, musical and dramatic organizations, debating teams, etc.

b. Such previously authorized activities as substitute teaching by intending teachers. In each case *previous authorization must have been obtained from the College Board*.

c. Illness, duly certified, but not reported within the time limit provided for excused absences.

*Unexcused absences.* All absences which are not *excused* or *partially excused* are recorded as *unexcused*.

#### 8. ABSENCES WITHOUT PENALTY

A reasonable number of absences may be incurred without penalty, as follows:

- a. No limit is placed upon the number of *excused* absences.
- b. Thirty\* partially excused absences are permitted without penalty in any semester, if a student incurs no unexcused absences. Each unexcused absence reduces the allowance of partially excused absences by two (2).

Not more than ten (10) of these absences may be in any one course.

- c. Fifteen\* unexcused absences are permitted without penalty in any semester, if a student incurs no partially excused absences. Every two (2) partially excused absences reduce the allowance of unexcused absences by one (1).

Not more than five (5) of these absences may be in any one course.

#### 9. PENALTIES FOR EXCEEDING THE ALLOWANCES SPECIFIED IN RULE 8.

A student who, in any semester, incurs more than the equivalent of fifteen (15) unexcused absences in five courses or more than the equivalent of five (5) unexcused absences in any one course, (see rule 8) is penalized as follows:

- a. One sixth of a course credit is deducted from credit already earned toward the A.B. degree for the first absence over and above the limits specified.

- b. Credit is deducted in a similar manner for additional absences at the rate of one sixth of a course credit for every additional ten (10) absences.

### STUDENT LIFE

It has always been the policy of the University to give to its students the greatest possible individual liberty of action. It is assumed that each student will conform to the recognized standards of morality, good order, and gentlemanly conduct, that he will not

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\*These figures are applicable to a regular program of five courses; they are reduced proportionately for programs of fewer than five courses.

absent himself unnecessarily from university exercises at which he is due, and that he will give his serious and constant attention to his work as a student.

Undergraduate organizations are under such control as will insure proper caution and recognition of responsibility in business dealings.

The general supervision of intercollegiate athletics is committed to an Athletic Board consisting of the Director of Physical Training, the Committee on Athletics of the College Board, two alumni elected by the Alumni Association, and nine student members. The actions of this Athletic Board are subject to review and veto by the Committee on Athletics.

The non-athletic activities are supervised by the Student-Faculty Council.

Opportunity for relaxation and the meeting of students and faculty on a basis of general sociability is provided by the various clubs in which both students and faculty participate.

Student activities include a Glee Club and Orchestra which give a series of concerts in Worcester and elsewhere during the winter; a Debating Society whose members have made an enviable record for the University in intercollegiate debates; the Gryphon, a senior honor society, and other organizations.

The Clark University Players is an active student organization which presents a number of plays each year under the direction of the Department of English.

*The Clark News*, a weekly undergraduate publication, and the *Pasticcio*, the college annual, are published by the students.

# THE GRADUATE DIVISION

## GENERAL INFORMATION

Admission to the Graduate Division is open to properly qualified persons, both men and women.

Instruction and opportunities for original research leading to the degrees of Master of Arts and Doctor of Philosophy are offered by the following departments:

- \*Biology
- Chemistry
- Economics and Sociology
- Geography
- History and International Relations
- Physics
- Psychology

The department of Education offers the degree of "Master of Arts in Education."

Other departments offer courses of an advanced nature which, with the consent of the Graduate Board, may be included in the programs of graduate students, but are not prepared at present to offer complete programs leading to the higher degrees.

The regular tuition for the academic year is \$200.

## SCHOLARSHIPS AND FELLOWSHIPS

The University awards annually a number of scholarships yielding tuition and in some cases an additional stipend of not more than \$200, and fellowships yielding tuition and additional stipends up to a value of \$300. These stipends are provided from the income of the George F. Hoar Fund, the gift of Andrew Carnegie, and from other sources.

## STUDENT AID

Student aid is available from the following funds, with the restrictions noted.

A CITIZEN'S FUND, the income of which is to be used for the aid of "some one or more worthy native born citizens of the City of

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\*In the department of Biology programs leading to the doctorate are limited to the field of Physiology.

Worcester who may desire to avail themselves of the advantages of the institution." The benefits of this fund are available to graduate students only.

THE JOHN WHITE FIELD FUND, the income of which is "to provide for the minor needs of a scholar or fellow," has been established by Mrs. Eliza W. Field. The fund amounts to five hundred dollars.

THE ELIZA D. DODGE FUND is a sum of one thousand dollars, the income only of which is to be expended to aid graduate students of limited means engaged in research work.

#### LOAN FUNDS

THE SARAH M. THURBER FUND. This fund has been established through the generosity of Dr. Charles H. Thurber, President of the Board of Trustees, as a memorial to his mother. The fund is administered by the President of the University. Loans from this fund bear interest at the rate of 6 per cent per annum.

ALUMNI LOAN FUNDS. Loans from these funds are available on suitably endorsed notes. Applications require the approval of the student's major department, the Committee on Credentials of the Graduate Board, and the chairman of the Alumni Loan Fund Committee.

#### LIBRARY FACILITIES

In addition to the library facilities provided by the University students may avail themselves of the privileges of several other excellent libraries in the city. The Worcester Public Library contains some 237,000 volumes and makes accessible to the public about 600 newspapers and magazines. The library of the American Antiquarian Society, housed in the national headquarters of the society in Worcester, contains about 136,000 volumes and some 202,000 pamphlets. The library of the Worcester District Medical Society is also at the disposal of members of the University.

#### ADMISSION TO THE GRADUATE SCHOOL

*Eligibility.* Admission is granted only by the Graduate Board on recommendation of a department. A graduate of more than average ability from a college or university which was on the approved list of the Association of American Universities at the time his bachelor's degree was obtained is eligible for admission as a *regular graduate student*. A graduate of superior attainments from

a four-year college not on the list, is normally eligible for admission only as a *special graduate student* for a specified period, not exceeding one academic year. A special graduate student may be admitted by the Graduate Board to regular graduate standing after a semester, or its equivalent, of study in residence and upon the recommendation of his major department.

*Application.* A prospective applicant should communicate with the department in which he expects to do his major work. If he is encouraged to make application by the department, he will receive the application blanks for admission and should submit them to the Chairman of the department with an official transcript of undergraduate work, two letters of recommendation from persons in a position to speak frankly of his qualifications, and a recent photograph (passport size preferred). A photograph is not required of those who have had a personal interview with members of the staff. Any other pertinent information, including published or unpublished theses or other writings, may accompany the application. For most favorable consideration, applications for appointments for the succeeding year should be in the hands of the Chairman of the respective department by March 1st.

*Admission.* In granting admission, the Graduate Board may, with the advice of the department, prescribe a minimum period of residence never less than one year, and other definite requirements, including courses in particular subjects, as prerequisites for a graduate degree. Admission to the Graduate School does not in any way imply admission to candidacy for a degree. Admission to the Graduate School is granted for entry only at the specified time, and lapses if the student fails to enter at that time. If, after an applicant has entered as a regular student, his period of graduate study is broken by more than a year, he must make formal application for re-instatement.

*Undergraduates and non-graduate special students in graduate courses.* Admission of other than regular or special graduate students to a course "Primarily for Graduate Students" may be authorized by the Secretary of the Graduate Board on formal recommendation in each case by the department in which the course is offered.

## SCHOLARSHIPS AND FELLOWSHIPS

## GENERAL REGULATIONS

1. Scholarships and fellowships (except honorary appointments) are for prospective candidates for the degrees of Master of Arts and Doctor of Philosophy in this University.

2. All applications for fellowships and scholarships shall be presented to the Chairman of the Credentials Committee accompanied by an official transcript of record, letters of recommendation, a photograph, and endorsed with the department's recommendation. Applications when complete and properly endorsed will be considered by the Committee on Credentials for recommendation to the Graduate Board. According to an agreement of the Association of American Universities, the elections of fellows and scholars will be communicated on April 1st, but not before, to each member of the Association of American Universities and to each successful candidate.

3. An appointment will become effective when an acceptance in writing is filed with the Secretary of the Graduate Board within fifteen days of the date of notification.

4. Scholarships or fellowships are not transferable from one department to another except with the approval of the Graduate Board.

5. A scholar or fellow may not engage during the term of appointment in any occupation that may interfere with his duties as a full-time graduate student unless he obtains permission from the Graduate Board to do so.

## SCHOLARSHIPS

Scholarships may be awarded to students of high rank who may be expected to fulfill the requirements for the master's degree in the normal time. These scholarships are valued at from \$100 to \$400 including tuition.

## FELLOWSHIPS

Fellowships valued at \$200 to \$400, which are equivalent to tuition alone or to tuition and an additional stipend up to \$200, may be awarded to competent, full-time, regular graduate students who have completed an amount of graduate work equivalent to the requirements for the M.A. degree. Fellowships valued at \$200 to \$500, equivalent to tuition alone or to tuition and an additional

stipend up to \$300, may be awarded to competent graduate students who give promise of completing their work for the degree of Doctor of Philosophy by the end of the academic year for which the appointments are made.

Some of these fellowships will be designated as *research fellowships or teaching fellowships*, with the consent of the applicant and on the recommendation of the department, in cases where research or teaching assistance in the department is to be a duty of the fellow. Where the research or teaching duties in such fellowship or in an assistantship would prevent a scholar or fellow from carrying a full program of studies during the academic year, he may nevertheless qualify for full-time credit for the year through an adequate summer program of research or reading directed by the major department and approved by the Graduate Board.

#### HONORARY FELLOWSHIPS

Distinguished visitors may be appointed Honorary Fellows for specified periods at the discretion of the Graduate Board. Such appointments entitle their holders to all university privileges and carry freedom from tuition charges.

### RULES AND REGULATIONS

#### LANGUAGE REQUIREMENTS

*Requirement in English.* A student who wishes to become a candidate for a higher degree during his first year of residence may be required to come before the Committee on Language Examinations before admission to candidacy, for a test of the adequacy of his knowledge of English in respect to speaking, reading and writing.

A candidate for a graduate degree after more than one year of graduate study must satisfy his major department in respect to his knowledge of English.

*Foreign Languages.* A prospective candidate for the degree of Doctor of Philosophy is advised to prepare himself early for the oral examinations in reading modern languages. French and German are required except in cases where the Graduate Board may authorize the substitution of another language for one of these. A student must take these examinations not later than March first of his first year of residence at Clark beyond the master's degree. When he is ready for either or both he is to notify the Recorder, who will arrange for the examination to be held within two weeks if possible. These examinations are conducted by a committee composed of a

representative of one of the modern language departments, and a representative of the student's major department. The committee shall report the results of the examination to the Recorder. Additional language requirements may be imposed by the student's major department.

#### RESIDENCE

A regular year of full-time study or its specified equivalent in residence at Clark University is a prerequisite for any degree. Residence work is broadly defined as regular work at Clark University done under the immediate personal supervision of at least one member of the university faculty. A field trip led by a member of the university faculty who is regularly engaged in graduate instruction is considered as providing an opportunity for work in residence to a maximum extent of nine weeks.

Only the following are recognized as equivalents to a regular academic year:

For the degree of Master of Arts, one full semester of the regular academic year and the equivalent of 18 other weeks on a full-time program of graduate work approved by the major departments; or six sessions of the Clark University Summer School. Under certain clearly defined conditions, five sessions of the Summer School may be accepted as the equivalent of a regular year of full time study in residence.

For the degree of Doctor of Philosophy, a sufficient number of courses taken during the regular academic year, even if spread over a number of years.

#### THE DEGREE OF MASTER OF ARTS

*Admission to Candidacy.* Regular students who have been admitted to the Graduate School without condition, or others who have met any special requirements imposed by the Graduate Board, may, when they have demonstrated their ability to do satisfactory work, be accepted by the Graduate Board as candidates for the degree of Master of Arts. An application for admission to candidacy for the master's degree will be considered by the Graduate Board when the student has:

1. Completed one semester of full-time graduate work or its equivalent in residence at this university;
2. Paid the diploma fee (\$10) and publication fee (\$10), and

3. Obtained the written endorsement of his major department.

Applications should be filed with the Secretary of the Graduate Board not later than the first week of the last full semester which the student expects to spend in residence as a candidate for the degree. Unless extended by action of the Graduate Board, candidacy for the degree of Master of Arts lapses at the end of three years. When candidacy expires without the degree having been awarded the diploma and publication fees, less any expenses incurred, will be returned.

*Course requirements.* In order to insure that the student may obtain the necessary training, he must meet a minimum course requirement of 18 semester hours in addition to his research work. The subject-distribution of the courses of each candidate must have the approval of the candidate's major department. A candidate for the master's degree who is definitely preparing to teach in secondary schools, may, with the approval of his major department, elect one or two semester courses in education which will count toward the fulfillment of this course requirement.

*Examinations.* The candidate must make a satisfactory record in such written examinations as may be required by the major department, and in a final oral examination of approximately one hour's duration by a committee of three or more, two of whom shall be members of the Graduate Board. The major department shall make a written report in duplicate, one copy to be delivered to the university Recorder and the other to the secretary of the Graduate Board, not later than 9 a. m. of the Friday preceding Commencement, stating the ground on which the candidate is recommended for the degree.

*Thesis.* The candidate must demonstrate that he has a comprehensive knowledge of his field of study and is capable of carrying on, under direction, a satisfactory investigation in that field. He must submit to his major department, by May 15 of the year in which the degree is to be conferred, a thesis on an approved topic and an abstract thereof. The thesis shall be in a prescribed form on prescribed thesis paper (to be obtained from the Bursar) and shall have a printed title page (to be obtained from the Recorder) that bears the following statement:

"A thesis submitted to the Faculty of Clark University, Worcester, Massachusetts, in partial fulfillment of the requirements for the degree of Master of Arts in the Department of \_\_\_\_\_ and accepted on the recommendation of  
(Name of chief instructor)"

The title page shall be followed by a page (to be obtained from the Recorder) giving the academic history of the candidate.

The abstract should not exceed 600 words in length and should bear the written statement,

"Abstract approved for publication

(Name of Chief Instructor)."

The thesis and two copies of the abstract, bearing the signature of the chief instructor, shall be delivered to the university Recorder not later than 9 a. m. of the Friday preceding Commencement.

Additional copies of the thesis or abstract may be required by the major department.

#### THE DEGREE OF DOCTOR OF PHILOSOPHY

*Course of Study.* Only such candidates as give evidence of general proficiency, power of investigation and high attainments in the special field in which their major subjects lie will be encouraged to proceed to the degree of Doctor of Philosophy.

A graduate student who expects to proceed to the doctor's degree shall select a major subject of study, and at least one minor subject with the approval of the department in which the major subject lies.

*Admission to Candidacy.* Applications for admission to candidacy must be filed not later than November first, in any academic year, by students who hope to receive the degree at the end of that academic year.

An application for admission to candidacy for the degree of Doctor of Philosophy will be considered by the Graduate Board when the applicant has:

1. Completed two full academic years of graduate work or its equivalent;
2. Passed examinations in at least two foreign languages. French and German are required except in cases where the Graduate Board may authorize the substitution of another language for one of these;
3. Passed a preliminary examination in his major and minor fields of study;
4. Paid the diploma and publication fees (\$25 and \$15);
5. Filed with his major department an application for admission to candidacy, stating the subject of his dissertation, and
6. Obtained the endorsement of the application from his major department.

Admission to candidacy for the degree of Doctor of Philosophy shall hold good only for three years from the date of the vote granting admission to candidacy. When candidacy expires without the degree having been awarded, the diploma and publication fees, less any expenses incurred, will be returned.

*Dissertation.* For the degree of Doctor of Philosophy an indispensable requirement is a dissertation upon an approved subject, to which it must be an original contribution of value.

Not later than May 1, the dissertation, with an abstract not exceeding 1,200 words in length, must be presented to the instructor under whose direction it is written. The dissertation shall be in a prescribed form on prescribed thesis paper (to be obtained from the Bursar) and shall have a printed title page (to be obtained from the Recorder) that bears the following statement:

"A dissertation submitted to the Faculty of Clark University, Worcester, Massachusetts, in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the Department of——— and accepted on the recommendation of  
(Name of Chief Instructor)."

The title page shall be followed by a page (to be obtained from the Recorder) giving the academic history of the candidate.

The abstract should bear the written statement:

"Abstract approved for publication

(Name of Chief Instructor)."

The dissertation and abstract must be accepted by the chief instructor before the final examination may be held. In every case the dissertation shall be laid before the examining committee at the time of examination, with the comments of the chief instructor and other readers.

The complete copy and two copies of the abstract of the dissertation, bearing the signature of the chief instructor, shall be delivered by the department to the university Recorder not later than 9 a. m. of the Friday preceding Commencement. The dissertation and one copy of the abstract will be deposited by the Recorder in the Library, where they shall remain permanently, not subject to withdrawal.

A second copy of the dissertation, accompanied by a copy of the abstract shall be delivered to the department or the library for loan purposes.

If and when a dissertation is published, five of the printed copies should be presented to the Clark University Library; four copies to be retained by the Library and the other to be presented to the

Library of Congress for its annual list of American doctoral dissertations printed.

*At the final examination* the student will be expected to defend his dissertation and, at the discretion of the examining committee, he may be questioned over the entire field of his study. The final examination will be at least a two-hour oral examination. Additional written examinations may be given at the discretion of the department concerned. The oral examination will be held by a committee of at least four members, including the chairman or his duly appointed representative and one other representative of the department in which the candidate has done his major work, one or more representatives of the department or departments in which the candidate has elected his minor subjects, a member of the Graduate Board under whom the candidate has done no work, and such other members of the Graduate Board as care to attend.

The President of the University is authorized to invite any person from within or without the University to be present and to assist in the examination. The committee shall in each case appoint a clerk who shall report the results of the examination to the university Recorder.

Each department shall render to the university Recorder and to the Secretary of the Graduate Board final reports in writing on all candidates for the degree of Doctor of Philosophy not later than 9 a. m. of the Friday preceding Commencement.

# THE GRADUATE SCHOOL OF GEOGRAPHY

## STAFF

WALLACE W. ATWOOD, PH.D., Professor of Physical and Regional Geography and Director of the Graduate School of Geography.

\*DOUGLAS C. RIDGLEY, PH.D., Professor of Geography in Education.

CLARENCE F. JONES, PH.D., Professor of Economic Geography.

W. ELMER EKBLAW, PH.D., Professor of Geography, Assistant Editor, *Economic Geography*.

†SAMUEL VAN VALKENBURG, PH.D., Associate Professor of Climatology and Regional Geography.

WALLACE W. ATWOOD, JR., PH.D., Assistant Professor of Physiography and Regional Geography.

GUY H. BURNHAM, A.M., Cartographer.

## GENERAL STATEMENT

The Graduate School of Geography gives opportunity to properly qualified students to secure advanced training in Geography. The staff is composed of specialists in the various fields of Geography. They must of necessity spend a portion of their time in travel and in field studies, but while in residence, they offer regular courses of instruction and direct advanced students in research work. It is not the intention to offer all courses of instruction each year; many of them are given once in two years. Abundant opportunities for instruction are provided, but graduate students are advised not to burden themselves by attending too many lecture courses. They must depend very largely for their growth upon their individual efforts in research, under the direction of members of the staff. The map collection and the libraries offer them unusual facilities for research work in residence, but it is hoped that all graduate students, before completing their university work, may undertake field studies.

The publication of *Economic Geography*, issued quarterly, was begun in 1925.

In the Summer School each year many members of the geography staff offer both elementary and advanced courses. These are ac-

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\*Absent on leave, 1936-37.

†Professor, beginning February 1, 1937.

ceptable for preparation for graduate work and for meeting the requirements for the degree of Master of Arts.

#### GEOGRAPHY COURSES FOR COLLEGE STUDENTS

Undergraduates planning to major in Geography or to go on into graduate work in Geography are urged to consult the Geography Staff early in their undergraduate course, so that suitable programs may be mapped out including essential courses in related fields.

Students majoring in Geography are required to take seven year courses, or the equivalent in year courses and semester courses, in Geography and related fields. At least four and not more than five of these courses must be in Geography. Required courses in Geography are as follows:

Geog. 10a, 10b—usually taken in the Freshman year.

Geog. 185a and 181b—Sophomore or Junior year.

Geog. 16a and 15b—Sophomore or Junior year.

Additional courses which may be taken to fulfill the requirement in Geography are: Geog. 26, 12a, 17a, 17b, 18b, and 19b.

Courses in related fields, offered towards a major in Geography must include Geol. 12 and one or more additional courses selected from the following list: Biology 11, 14, Physics 11, Economics 11, History 18.

Students majoring in Geography, may by special permission, elect in their third and fourth years advanced courses offered in the Graduate School of Geography.

#### GRADUATE WORK IN THE SCHOOL OF GEOGRAPHY

The Graduate School of Geography is open to any who wish to receive professional training in geography, and who are qualified to enter the Graduate Division of the University and take advanced work in geography. The undergraduate preparation for advanced work is indicated by the above college program.

Degrees of Master of Arts and of Doctor of Philosophy are conferred. For the Master's degree two years may be required for those whose preparation is considered to be insufficient to permit them to qualify in the minimum time.

The following courses in other departments should be of interest to students in Geography: Botany (Biol. 14); Economic History (Ec. 14); Economic Statistics (Ec. 16); International Trade and

International Finance (Ec. 27a); International Economic Policies (Ec. 31); The Pacific and the Far East (Hist. 22); Latin America (Hist. 27).

All prospective candidates for graduate degrees in geography who are in residence will be expected to attend the field camp for three weeks each autumn, and during the year to take part in the seminar.

Formal course work in geography ends in midwinter on January 15, and in spring on May 1, leaving students free to read and to coördinate their work prior to the examination periods.

Candidates for the master's degree in Geography may be expected to pass written examinations and a general oral examination in the following fields: physiography, climatology, soils and land utilization, plant geography, economic geography, human geography and anthropogeography, regional geography, and political geography.

Candidates for the doctor's degree in geography will be expected to pass more advanced written examinations, and a general oral examination including the broad foundation required for the master's degree and such more advanced studies as the candidate may have pursued in the fields of his particular interests. In general, a year of work beyond the master's degree should prepare a candidate for his general examination which is preliminary to his being accepted as a candidate for the Ph.D. degree and to his entering on concentrated work for his Ph.D. dissertation. This year of course work may well include, besides certain advanced courses in geography, related advanced studies in history and international relations, economics, or biology. The student is given much freedom of choice. By March 1 of the year prior to the final one for the doctorate a prospective candidate for the doctorate will be expected to show a reading knowledge of German and French.\* These two foreign languages are the most important for American geographers.

#### STUDENTS' FEES

All geography students in residence must meet the camp fee, the workroom fee, and a classroom materials fee.

The camp fee covers board and lodging, transportation, maps, drafting supplies, and meteorological instruments from the time the party leaves Worcester to go to camp till it returns at the end of

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\*While German and French will normally be the two languages required, an exception might be made in a case where the dissertation for the doctorate demands a comprehensive knowledge of Spanish.

the three weeks' period. The fee is \$75, payable October 1 to the camp treasurer. The tuition fee for students participating in the field course only is \$25.

The workroom fee is assessed to help maintain the geography workroom and equipment used by graduate students. It applies to the alcove desk, files of maps, the card catalog, drafting tables and instruments. There are also adding and computing machines. The workroom fee is \$5.00 a semester, payable November 1 and March 1, to the departmental stenographer.

The classroom materials fee is for mimeographed outlines, abstracts, summaries, chapters of theses in the various courses and in the seminar and for the maintenance in part of the classroom wall-maps and other equipment, and for the small expense of balloons and hydrogen and of some meteorological instruments. The classroom materials fee is \$5.00 each semester, payable November 1 and March 1, to the departmental stenographer.

## COURSES IN GEOGRAPHY

(AND IN RELATED SUBJECTS)

### 1. PRIMARILY FOR UNDERGRADUATES

**10a. The Principles of Geography.** An intro-  
duction to the principles of geography.  
*Half course*, first semester. M. W. F., 10.

MR. ATWOOD, JR.

**10b. Introduction to Regional Geography.**  
Open to Freshmen.  
*Half course*, second semester. M. W. F., 10.

MR. VAN VALKENBURG

**15b. Conservation of Natural Resources.**  
*Half course*, second semester. M. W. F., 11.

MR. ATWOOD, JR.

**[181b. Geography of North America.**  
Open to Freshmen.

*Half course*, second semester. M. W. F., 9 MR. ATWOOD, JR.]

**[185a. Geography of Europe.**

*Half course*, first semester. M. W. F., 11.

MR. VAN VALKENBURG]

**Geology 12. General Geology.** MR. LITTLE

**12b. Weather and Climate.**

*Half course, second semester. M. W. F., 9.* MR. STOTZ

**Biology 14. General Botany.** MR. POTTER

**16a. Political Geography.**

*Half course, M. W. F., 11.* MR. VAN VALKENBURG

[**17a. Geography of Worcester and Vicinity.** A field and laboratory course. Prerequisites, Geography 10a and 10b and Geology 12, or equivalent.

*Half course, first semester.* MR. ATWOOD, JR.]

[**17b. Geographic Problems.** Prerequisites, Geography 10a and Geology 12.

*Half course, second semester.* MR. ATWOOD, JR.]

[**18b. Regional Physiography of North America.** Prerequisite, Geology 12, or 9 hours of geography.

*Half course, second semester.* MR. ATWOOD, JR.]

**19b. Studies in Regional Physiography.** Prerequisite, Geol. 12, or Geog. 10 (a and b).

*Half course, second semester.* MR. ATWOOD, JR.]

**Geology 121a. Mineralogy.** MR. LITTLE

**Geology 122b. Economic Geology.** MR. LITTLE

## 2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES

**26. Economic Geography.** Prerequisites, Geography 10a, 10b, 12a, 12b, and Geology 12.

*Three hours weekly, through the year. Tu. Th. S., 9.* MR. JONES

**201a. Geography of Asia.**

*Two hours weekly, first semester. M. W., 11.*

MR. VAN VALKENBURG

**202b. Political Geography.**

*Two hours, second semester. M. W., 11.* MR. VAN VALKENBURG

[**290a. Cartography and Graphics.**

*One hour weekly, first semester.*

PRESIDENT ATWOOD AND MR. BURNHAM]

## 3. EXCLUSIVELY FOR GRADUATE STUDENTS

**30. Seminar.**

*Weekly, Th. 3:30.*

STAFF

**31a. Principles of Physiography.** Two hours of lectures and two hours of laboratory weekly. Tu. Th., 11. MR. ATWOOD, JR.

**31b. Regional Physiography.** Prerequisite, Geology 12, or equivalent in physiography.

Two hours of lectures and two hours of laboratory weekly.

Tu. Th., 11. PRESIDENT ATWOOD AND MR. ATWOOD, JR.

**316b. Geography in Education.** Prerequisite, twelve hours in Geography. M. 4:20-6:00. MR. ATWOOD, SR.

**32. Regional Climatology.** Prerequisite, Geography 12, a and b or equivalent.

*Two hours*, through the year. Tu. Th., 10.

MR. VAN VALKENBURG

**33a. Soil Geography.**

*Two hours*, first semester. M. W., 10.

MR. EKBLAW

**33b. Land Utilization and Planning.**

*Two hours*, second semester. M. W., 10.

MR. EKBLAW

**[34a. Plant Geography.**

*Two hours*, first semester. M. W., 9.

MR. EKBLAW]

**310. Research in Regional Physiography.** PRESIDENT ATWOOD

**320. Research in Climatology.**

MR. VAN VALKENBURG

**330. Research in Soils.**

MR. EKBLAW

**340. Research in Plant Geography.**

MR. EKBLAW

**[34b. Plant Regions.** Prerequisite, Geography 34a.

*Two hours*, second semester. M. W., 10.

MR. EKBLAW]

**350. Research in Agricultural Geography or Land Utilization.**

MR. EKBLAW

**[36b. Industrial Geography.** Prerequisites, Geography 26a and 21a or 22a.

*Two hours*, second semester. M. W., 2.

MR. JONES]

**360. Research in Industrial or Commercial Geography.**

MR. JONES

**362a. Geographic Aspects of United States Foreign Trade.**

*Two hours*, first semester. M. W., 9.

MR. JONES

**37. Human and Anthropogeography.** Prerequisites, 9 hours of geography or history and permission of the instructor.

*Two hours*, through the year. M. W., 2. MR. EKBLAW

**370. Research in Human Geography.** MR. EKBLAW

**375a. Geography of Europe.**

*Two hours*, first semester. M. W., 10. MR. VAN VALKENBURG

**380. Research in Regional Geography.**

One or more members of the Staff

**383b. Caribbean America.**

*Two hours*, second semester. M. W., 11. MR. JONES

**[384a. South America.**

*Three hours*, first semester. Tu. Th. S., 11. MR. JONES]

**History 22. The Pacific and the Far East.**

*Three hours*, through the year. M. W. F., 10. MR. BLAKESLEE

**394a. Field Methods and Studies.** Three weeks at the opening of the school year. Connecticut Valley, 1925 to 1930 inclusive; Cape Cod, 1931; Connecticut Valley, 1932 and 1933; Blackstone Valley, 1935; upper Housatonic Valley, 1936.

Required each year of all candidates for graduate degrees in geography.

In 1934-1935 this course was replaced by:

**[394a. Three Months in the Field.** A comprehensive field study of several selected areas of particular geographic interest in eastern United States.

One semester of residence credit.

PROFESSORS ATWOOD, JONES, EKBLAW  
VAN VALKENBURG AND ATWOOD, JR.]

# THE SUMMER SCHOOL

## OFFICERS OF INSTRUCTION AND ADMINISTRATION

|   |                        |
|---|------------------------|
| WALLACE WALTER ATWOOD, PH.D.  | Geography              |
| President of Clark University and Director of the Graduate School of Geography.     |                        |
| ROBERT S. ILLINGWORTH, A.M., ED.M.  | English                |
| Director of the Summer School and Associate Professor of English, Clark University. |                        |
| CLARENCE F. JONES, PH.D.  | Geography              |
| Professor of Economic Geography, Clark University.                                  |                        |
| W. ELMER EKBLAW, PH.D.  | Geography              |
| Professor of Geography, Clark University  |                        |
| WALLACE WALTER ATWOOD, JR., PH.D.   | Geography              |
| Assistant Professor of Physiography and Regional Geography, Clark University.       |                        |
| GUY H. BURNHAM, A.M.  | Cartography            |
| Cartographer, Clark University.   |                        |
| DWIGHT E. LEE, PH.D.  | History                |
| Associate Professor of Modern European History, Clark University.                   |                        |
| RAY ALLEN BILLINGTON, PH.D.   | History                |
| Assistant Professor of History, Clark University.                                   |                        |
| SAMUEL J. BRANDENBURG, PH.D.  | Economics              |
| Professor of Economics and Sociology, Clark University.                             |                        |
| VERNON JONES, PH.D.   | Education              |
| Associate Professor of Educational Psychology, Clark University.                    |                        |
| DAVID POTTER, PH.D.   | Biology and Botany     |
| Associate Professor of Biology, Clark University.                                   |                        |
| HAROLD W. ROSS  | Assistant in Dramatics |
| LYDIA P. COLBY  | Recorder               |
| FLORENCE CHANDLER   | Bursar                 |

The session of 1937 will begin July 6 and end August 13.

Instruction will be offered in geography, history, education, economics and sociology, English, and biology.

Qualified students are admitted upon presentation of proper credentials. Both undergraduate and graduate work is offered.

Work done in the Summer School may be counted, subject to the regulations of the College and the Graduate School and of the Faculty of the University, toward fulfillment of the requirements for the degrees of Bachelor of Arts, Bachelor of Education, and Master of Arts. Unless otherwise announced, each course is intended to be the equivalent of a course meeting two hours per week throughout a semester and is credited, when accepted toward the fulfillment of the requirements for a bachelor's degree in this University, for two semester hours.

The tuition charges are twenty dollars for a single course meeting five times a week, thirty-five dollars for two or three courses, and forty-five dollars for four courses. Rooms in the vicinity of the University cost from three dollars a week up, and board may be obtained at a reasonable rate.

*The Summer School Bulletin*, published about February 1, contains detailed information about the coming session with descriptions of the various courses, and may be had upon application to the Director of the Summer School, Clark University, Worcester, Mass.

The names of the students who attended the Summer School in 1936 will be found in the Register at the end of this catalogue.

## LIST OF COURSES

The starred courses (\*) are those definitely intended, by the instructor concerned, for students who are candidates for the degree of Master of Arts or of Master of Arts in Education in Clark University. These courses are not restricted to such students, and their acceptance as part of a program leading to the master's degree is subject to the approval of the student's major department and of the Graduate Board.

### GEOGRAPHY

- |         |  |                  |
|---------|--|------------------|
| *SS200. | Seminar in the Organization and Teaching of Geography. | PRESIDENT ATWOOD |
| SS14.   | II Economic Geography.                                 | DR. C. F. JONES  |
| *SS23.  | Elements of Soils Geography.                           | DR. EKBLAW       |
| *SS285. | Geography of Modern Europe.                            | DR. EKBLAW       |
| *SS21.  | Principles of Physiography.                            | DR. ATWOOD, JR.  |

- \*SS281. Regional Geography of North America. DR. ATWOOD, JR.  
 SS190. Mathematical Geography. MR. BURNHAM  
 SS191. Graphics and Cartography. MR. BURNHAM  
 \*SS320. Research in Physiography and Regional Geography. DR. ATWOOD, JR.  
 \*SS340. Research in Economic and Regional Geography. DR. C. F. JONES  
 \*SS350. Research in Soils and Human Geography. DR. EKBLAW

## HISTORY

- SS120. European Government and Politics. DR. LEE  
 \*SS221. Postwar International Relations of Europe. DR. LEE  
 \*SS291. Russia in the 19th and 20th Centuries. DR. LEE  
 \*SS201. Social and Intellectual History of the United States  
 1607-1825. DR. BILLINGTON  
 \*SS355. Research in the History of the United States. DR. BILLINGTON

## ECONOMICS AND SOCIOLOGY

- SS1. Principles and Methods of Economics. DR. BRANDENBURG  
 \*SS210. Economic and Social Reform Programs. DR. BRANDENBURG  
 \*SS32. Research in Selected Economic and Social Problems. DR. BRANDENBURG

## ENGLISH AND DRAMA

- SS7. American Drama. PROFESSOR ILLINGWORTH  
 SS5. Stagecraft. PROFESSOR ILLINGWORTH AND MR. ROSS  
 \*SS23. Oral Interpretation of Literature. PROFESSOR ILLINGWORTH  
 SS151. Playwriting. PROFESSOR ILLINGWORTH

## EDUCATION

- \*SS202. Individual Differences and Educational Adjustments. DR. V. JONES  
\*SS311. Educational Guidance. DR. V. JONES

## BIOLOGY AND BOTANY

- SS11. The Plant Kingdom. DR. POTTER  
SS14. The Identification of the Flowering Plants. DR. POTTER  
\*SS300. Research in Systematic Botany. DR. POTTER

# THE DEGREE OF BACHELOR OF EDUCATION

The degree of Bachelor of Education is offered to teachers, both men and women, who have completed a two-year normal school course, or its equivalent, and who have had at least one year of experience in teaching. Candidates for this degree are under the direction of the Committee on Extension Courses and Special Students.

The degree is awarded on the satisfactory completion of a program of studies aggregating slightly more than the equivalent of two years of regular college work, in addition to the normal school course. Candidates for the degree may earn the necessary credit in summer school, in extension courses ("Courses of College Grade for Adults"), and in regular college courses. A minimum of thirty (30) semester hours must be earned in residence at Clark University. All or part of the balance may be earned elsewhere, *subject to approval in advance by the Committee on Extension Courses and Special Students or its representative*. A series of courses designated as "COURSES OF COLLEGE GRADE FOR ADULTS" is offered each semester at the University to meet the needs of candidates for the degree of Bachelor of Education. Study outside of regular classes conducted under the auspices of a recognized institution of college grade cannot be accepted for "credit", though such study may be the basis of relief from requirements in particular subjects.

A teacher in active service may normally earn a maximum of four semester hours of credit in each semester of the academic year and six\* hours in a six-week summer school. At this rate, the degree can be secured in five calendar years after the completion of the normal school course. Men who are candidates for the degree and who can devote themselves to full-time study will usually find it possible to enroll in regular college classes for a program yielding fifteen semester hours of credit each semester. *Women are not admitted to college classes at Clark University and will usually not find it possible to secure a full-time program of courses during the regular academic year.*

The program leading to the degree includes requirements in English, foreign language, laboratory science, social science and education.

\*Full credit will not be given when a student enters a summer school after the first week of the session nor when changes of program are made after the first week of the session.

## RULES AND REGULATIONS

The more important rules affecting candidates for the degree of Bachelor of Education are stated below.

*It is impossible to cover explicitly, by rule, all situations which may arise in the absence of a fixed curriculum and with the possibility that credit toward the degree may be obtained from a variety of sources. The committee is guided by the general purpose to maintain a reasonable standard, involving suitable choice of courses and satisfactory performance in them.*

1. **ADMISSION.** Only those who have completed a two-year normal school course or the equivalent may be admitted to candidacy for the degree of Bachelor of Education.

An application for admission to candidacy must be made in writing on a form which may be obtained from the University Recorder. An application should be accompanied by evidence of graduation from a standard high school and an *official* record of all study by the applicant in normal school and college.

Applicants are notified in writing of action on their applications. Such notice in the case of those accepted includes a statement of "credit" allowed on records submitted, and of any special requirements.

2. A **MATRICULATION FEE** of \$5.00 must be paid for the purpose of opening an official record of credit in the office of the University Recorder.

3. **"CREDIT" FROM OTHER INSTITUTIONS.**

- a. Credit of 54 semester hours will normally be given for the completion of a standard two-year course in a normal school or teachers college. Less than this may be granted at the discretion of the committee in charge of this work.
- b. After admission to candidacy credit may be allowed for courses taken at approved universities, colleges, or normal schools, provided such courses are authorized in advance. In exceptional cases the Committee may authorize credit for such courses taken without previous approval, but under no circumstances in excess of 75% of the face value of such courses.\*

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\*The new regulations embodied in this section will become operative June 1, 1937.

- c. Not more than thirty hours of credit may be allowed for home study courses and extension courses taken with outside institutions. Such work is accepted from only a limited number of sources. This thirty-hour limit applies to the combined total of home study and "extension" courses.

#### 4. REQUIREMENTS FOR THE DEGREE.

- a. 120 semester hours of college credit, including advanced standing granted at the time of admission to candidacy.
- b. At least 30 semester hours of credit earned *in residence* at Clark University. (Included in the total of 120 semester hours)
- c. At least 15 semester hours of credit earned after admission to candidacy. (Included in the total of 120 semester hours)
- d. At least one year's teaching experience.
- e. Requirements in particular subjects:
  - (1) Six semester hours in psychology or education, taken after the completion of the two-year normal school course or its equivalent
  - (2) Six semester hours of laboratory science, taken after the completion of the two-year normal school course or its equivalent.
  - (3) Ten semester hours of English, which may be taken in whole or in part in the normal school course.
  - (4) Ten semester hours of foreign language, which may be taken in whole or in part in the normal school course.\*
  - (5) Twelve semester hours of economics, geography, government, history, or sociology, at least six of which must be taken after the completion of the two-year normal school course or its equivalent.

5. STANDARD OF SCHOLARSHIP. The same standard of scholarship will be required of candidates for this degree as for the degree of Bachelor of Arts. Specifically, this requires a grade better than D+ in three-fourths of all credit accepted toward the completion of the

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\*The passing of a course or courses which would normally complete credit for ten or more semester hours if the study of the language were begun in college is usually accepted in satisfaction of this requirement. The "credit" granted in such cases is that actually earned in courses taken.

# CLARK UNIVERSITY BULLETIN

: 129

MAY, 1936

**COURSES OF COLLEGE GRADE FOR ADULTS**  
**Open to High School Graduates**  
**of Both Sexes**

**TO BE OFFERED IN THE**  
**FIRST SEMESTER**  
**1936-37**

**COURSES MEET ONCE A WEEK**  
**LATE AFTERNOON**

# PROGRAM OF COURSES

## MONDAY

|           |                     |           |
|-----------|---------------------|-----------|
| 4:20-6:00 | ELEMENTARY FRENCH.  | Churchman |
| 4:20-6:00 | SECOND YEAR FRENCH. | LaRue     |

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## TUESDAY

|           |                                      |                                |
|-----------|--------------------------------------|--------------------------------|
| 4:20-6:00 | HUMAN PHYSIOLOGY AND HYGIENE         | Prosser                        |
| 4:20-6:00 | ENGLISH (OUR CONTEMPORARIES).        | Illingworth                    |
| 4:20-6:00 | PRACTICAL FRENCH.                    | L. L. Atwood                   |
| 4:15-5:55 | INTRODUCTION TO FRENCH CIVILIZATION. | Dougherty                      |
| 4:20-6:00 | ECONOMIC AND POLITICAL GEOGRAPHY.    | C. F. Jones and Van Valkenburg |

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## WEDNESDAY

|           |                                   |          |
|-----------|-----------------------------------|----------|
| 4:20-5:10 | FRENCH COMPOSITION AND ORAL WORK. | LaRue    |
| 5:10-6:00 | FRENCH SEMINAR.                   | LaRue    |
| 4:20-6:00 | ELEMENTARY GERMAN.                | Bosshard |
| 4:20-6:00 | NORTH AMERICA.                    | Ekblaw   |

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## THURSDAY

|           |                                    |             |
|-----------|------------------------------------|-------------|
| 4:20-6:00 | BOTANY.                            | Potter      |
| 4:20-6:00 | CONTEMPORARY SOCIAL PROBLEMS.      | Brandenburg |
| 4:20-6:00 | INTRODUCTION TO GERMAN LITERATURE. | Jantz       |

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The Bulletin is published in January, February, April, May, June, October, November and December. Entered as second-class matter, December 29, 1911, at the Post Office at Worcester, Mass., under the special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized January 24, 1921.

## Aim and Character of the Work

Clark University will again offer during the 1936-37 a series of courses of college grade for students outside of the regular undergraduate body. Some of these courses, both in respect to content and time of meeting, are particularly intended for teachers in the schools of Worcester and the surrounding region. Others, however, have no such limited objective, but should appeal to the public on the grounds of utility or general culture.

All of these courses are open to mature persons who, in the judgment of the instructor, are adequately prepared. Those who do not desire official record of work done are admitted as "auditors" and are not required to "matriculate." The courses are of college grade and may be used for credit by those who are formally enrolled as candidates for the degree of Bachelor of Education at the University. Candidates for the degree of Bachelor of Arts may include these courses in their programs only when official authorization in advance is secured from the College Board. In similar circumstances candidates for the degree of Master of Arts should secure the approval of their major departments in each case.

**Note:** While these courses have always been open to high school graduates, they are this year particularly called to the attention of seniors and recent graduates with the thought that, because of existing economic conditions, the opportunity for further study of this kind might be welcomed by those without employment or those who cannot at present attend college at a distance.

## Date of Opening

Classes will meet for organization and the beginning of work during the week Sept. 28-October 5 on the day specified in the description of each course.

**Attendance at the first meeting and progress at all classes are highly desirable.**

## Registration and Charges

Registration involves the filling out of an enrollment card and payment of the fee. Students not enrolled until the *enrollment card and the fee* for each course have been received by the Bursar. Those who desire to avoid the delay involve making payments at the office of the Bursar or enroll by mail.

Tuition charges are \$8.00 for a course meeting one hour a week for one semester, and \$15.00 for a course meeting two hours a week for one semester.

The matriculation fee of \$5.00 is a charge for the opening of an official record in the office of the university Recorder. Matriculated students receive official certificates on which credit toward a degree may be granted at Clark University or elsewhere, subject to the standing regulations of the institution to which they may be presented.

**Class lists for all courses will be closed September 10, 1936, and all fees are payable by noon of that date. Enrollment after that date will be possible only by consent of the instructor concerned.**

**A late registration fee of one dollar for each week of delay, or fraction thereof, will be charged in all cases when the fee is paid after the above date.**

inquiries, applications, and registrations may be attended to by mail, to the advantage of those concerned.

## Standards, Credit, Terms of Admission

Only courses of college grade will be given, but students without the conventional preparatory training may be admitted to any course at the discretion of the instructor.

Courses will meet for periods of 50 to 100 minutes.

The usual hours for afternoon courses run for 100 minutes will be from 4:20 to 6:00.

**Credit.** When accepted for credit toward the degree of Bachelor of Education in this University, one semester hour will normally be granted for a one-hour course (50 minutes) meeting 16 times, or two semester hours for a two-hour course (100 minutes) meeting 16 times.

Regular outside preparation or collateral reading is expected in every course, except in the case of "auditors." This outside work will be equal in amount to the preparation expected in regular undergraduate courses, namely an average of two hours per week for each semester of credit in the course. Those who prefer to attend without doing any outside work are welcome, but will be classed as "auditors."

In view of the outside work required, it is obviously unwise for students who are otherwise occupied to attempt many of these courses at the same time. By vote of the committee in charge of this work, persons who are in any full-time employment will not be permitted to register

at any one time for courses carrying more than four semester hours credit.

## The Degree of Bachelor of Education

This degree is offered to teachers with at least one year's full-time teaching experience. Admission to candidacy for the degree is based on a satisfactory academic record showing the completion of a regular two-year Normal School course or its equivalent. The courses described in the circular may be used toward the completion of the requirements for this degree.

It is important to note that acceptance for enrollment in these courses carries no implication whatever in respect to candidacy for the degree. Those who intend to become candidates should file a formal application at the earliest possible date. A total credit equal approximately to one-quarter of the entire amount normally required must be completed *after admission to candidacy* before the degree will be conferred.

A descriptive circular containing regulations for this degree (also printed in the General Catalog), as well as blank forms for application for admission to candidacy, may be obtained from the University.

FOR FURTHER INFORMATION ADDRESS

LYDIA P. COLBY, *Records*

## LIST OF COURSES

**NOTE:** Any course for which there are fewer than 20 registrations at the time of the second scheduled meeting may be discontinued at the discretion of the instructor in charge.

### Biology

**BOTANY.** A systematic study of the flower-plants, with special emphasis on our local flora. There is a laboratory fee of \$1.00 per semester.

*Two Semester Hours*

*Tuesdays, 4:20-6:00*

MR. POTTER

*Room 206*

**HUMAN PHYSIOLOGY AND HYGIENE.** A survey of the functioning of the principal systems of the human body. Lectures and demonstrations. This course will continue through the year, but the first semester may be taken separately. There is a laboratory fee of \$1.00 per semester.

*Two Semester Hours*

*Tuesdays, 4:20-6:00*

MR. PROSSER

*Room 206*

### Economics and Sociology

**CONTEMPORARY SOCIAL PROBLEMS.** This course considers national problems of recent or current interest and seeks to understand them in the light of sound social policy; particular attention is given to issues centering about the national administration. Monetary and banking issues, unemployment relief programs, local and national taxation, trade reciprocity and tariffs, farm relief, wage and price fixing, labor unions and company unions,

trade associations, codes, etc., are typical of topics studied. In so far as practicable, however, the choice of topics will be determined by the interests and desires of those electing the course. The work is planned to meet the needs of teachers of any of the social sciences, but it should be illuminating to all thoughtful persons who have an intelligent interest in our economic and social life. Lectures, required readings, discussions.

*Two Semester Hours*

*Thursdays, 4:20-6:00*

MR. BRANDENBURG

*Room 217*

## English

OUR CONTEMPORARIES. An examination of the works and the influence of recent developments in the novel, poetry, drama, and biography. The processes and functions of literary criticism will be considered with each type of literature read under the following topics:

1. Understanding
2. Interpretation
3. Practical and Ethical Standards
4. Standards of Taste
5. Impressionism and Expressionism

Lectures, recitations, prescribed and collateral readings.

*Two Semester Hours*

*Tuesdays, 4:20-6:00*

MR. ILLINGWORTH

*Room 106*

## French

1. ELEMENTARY COURSE. A general introduction to the language for beginners and for those

to wish to renew their acquaintance with fundamental French. At the outset the emphasis will be placed upon reading, with the primary purpose of rapidly developing *direct* reading ability ("silent reading," without conscious or unconscious translation). This will be accompanied by the careful translating. Pronunciation will be studied at the beginning of the course, and later in the year some attention will be given to understanding the language by ear. In the second semester simple composition and some very elementary oral work will be introduced.

Open to those who have had no French. If a considerable number of the class are found to have had previous experience in the language, the beginners will be helped by additional instruction in the early stages, at no extra cost. If possible, an occasional extra hour will be found, open to all, for unprepared drill in pronunciation and oral-oral work.

*Second Semester Hours*

Weddays, 4:20-6:00

MR. CHURCHMAN

Room 104

SECOND YEAR COURSE. A rapid review of the elements of French, with extensive reading. Simple composition work. The general principles of phonetics and pronunciation drill. Reading books will be selected which will prove best adapted to the general average of the class. This course is open to all who have taken the course for beginners or who have otherwise secured a knowledge of elementary French.

*Second Semester Hours*

Weddays, 4:20-6:00

MR. LARUE

Room 218

3. ADVANCED COURSE: PRACTICAL FRENCH. The main purpose of this course is the development of facility in the use of the spoken and written language. Although as far as possible French will be the language of the classroom, it is not assumed that the student has already acquired facility. This will come with practice, and those students who have studied French for two years should consider themselves satisfactorily prepared. Advanced French, when the content is changed, may be repeated once with full credit, but not more than once.

*Two Semester Hours*

*Tuesdays, 4:20-6:00*

MR. LELAND ATWOOD

*Room 104*

4. SEMINAR. Writing and delivering of papers usually in French, by members and invited guests on current topics of interest in French literature and civilization, or on technical questions in the study of the French language. Also a rapid survey of the French drama, beginning with the 18th century, by the Director, on open dates.

Open to the general public without fee or credit. Open also for credit to those who have had preparation similar to that given in course 3 and who pay the regular fee. May be taken for credit indefinitely, as the content is continually changing. This course will not be given unless the enrollment is sufficiently large to justify it.

*One Semester Hour*

*Wednesdays, 5:10-6:00*

MR. LARUE

*Room 104*

5. ADVANCED COMPOSITION AND ORAL WORK. Reading and criticism of papers on various topics.

and special exercises in English-to-French translation, with a view to improving French style and grammar. Additional instruction will be given, if so desired, in phonetics and peculiar difficulties of French syntax. Open to those who have had at least 12 semester hours of French.

*One Semester Hour*

*Tuesdays, 4:20-5:10*

MR. LARUE

*Room 104*

6. INTRODUCTION TO FRENCH CIVILIZATION. A selective survey of the history, art, literature, and music of France, from the Middle Ages to the present time, given in coöperation with the Worcester Art Museum. The material will be presented by means of lectures, talking films, photographs, slides, and phonograph records. A reading knowledge of French is not required.

*Two Semester Hours*

*Tuesdays, 4:15-5:55*

MR. DOUGHERTY

*Worcester Art Museum*

## Geography

1. ECONOMIC AND POLITICAL GEOGRAPHY OF AFRICA AND AUSTRALASIA. This course treats especially the economic and political geography of these areas from the modern point of view. It analyses particularly the problems of those areas of increasing importance in world affairs. Special effort will be made to adapt the materials and treatment of the course to meet the needs of teach-

ers who are giving courses in the geography of the eastern hemisphere.

*Two Semester Hours*

*Tuesdays, 4:20-6:00*

*Room 120*

MESSRS. JONES AND

VAN VALKENBURG

2. NORTH AMERICA: ITS LAND AND FOLK. An interpretation of man's interests and activities in the North American New World, insofar as the qualities and attributes of the land affect his life. His social groups, his economic and political problems, and his cultural progress, will be treated in relation to his environment. The course is intended to be a comparative study of the human geography of our North American Continent, and aid in teaching home geography and the history and geography of North America. It will be given as a year's course, but each semester will be complete in itself. Chiefly lectures and selected relevant readings.

*Two Semester Hours*

*Wednesdays, 4:20-6:00*

*Room 120*

MR. EKBLAD

## German

1. ELEMENTARY GERMAN. This course is designed to give practical training in German to persons with little or no previous experience in the language. It makes a careful study of the grammatical fundamentals and the close relationship between English and German, and uses the spoken word freely for the acquisition of a limited active vocabulary. Reading of easy prose and poetry.

*Two Semester Hours*

*Wednesdays, 4:20-6:00*

*Room 106*

MR. BOSSHART

2. INTERMEDIATE COURSE. This course offers oral and written composition, stressing the fluent use of modern German. The reading material includes prose selections, poems, and songs. Some of the poems and songs will be interpreted with the aid of records of prominent actors and singers. The course is a continuation of "Elementary German"; students inadequately prepared will receive special help in the beginning of the course.

*Not offered in 1936-37*

MR. BOSSHARD

3. INTRODUCTION TO GERMAN LITERATURE. Third year course. Extensive conversation and composition in conjunction with the reading of an introductory book like Fleissner's *Deutsches Literaturlesebuch* during the first semester, to be followed in the second semester by the reading of selected works of Goethe and Schiller.

*Two Semester Hours*

*Thursdays, 4:20-6:00*

MR. JANTZ

*Room 106*

4. GERMAN CULTURE. An illustrated lecture course aiming to sketch the development of German civilization, its history, folk-lore, art, music, and literature from the early Middle Ages to the present day. Guest speakers will be invited from time to time to discuss various phases of the subject. The facilities of the Worcester Art Museum: books, slides, other illustrative material, monograph recordings, also leading German films, will be available. The lectures will therefore be held at the museum and not at Clark. This course may be taken either as an elective with no language prerequisite and all collateral reading in

English, or as an advanced language and literature course with most of the reading in German confirmed by comprehensive written reports.  
*Not Offered in 1936-37* MR. JANTZ

Sociology; see Economics and Sociology

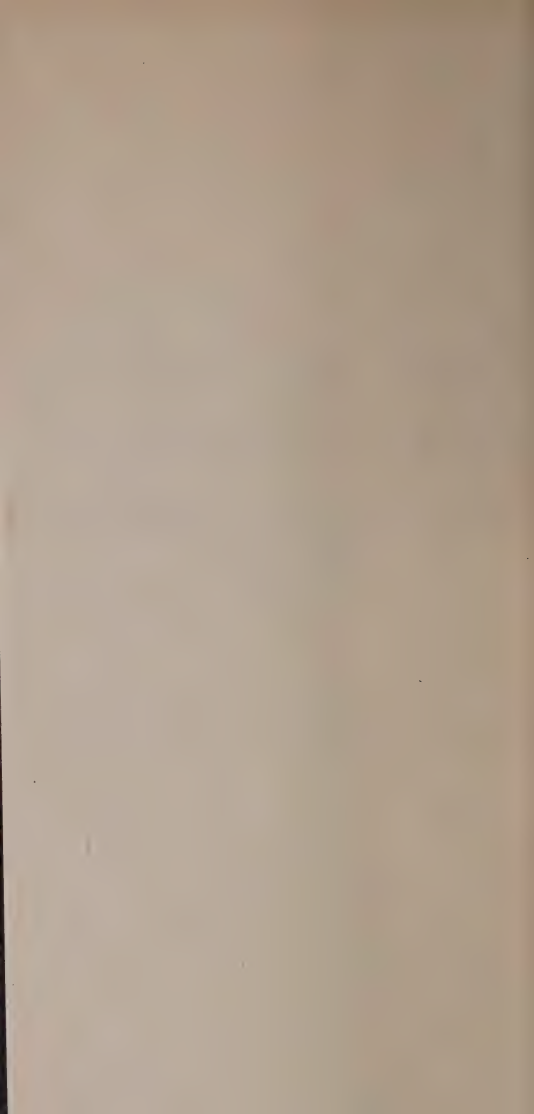
### STAFF

- L. L. ATWOOD—Head of Department of Modern Languages, Worcester Polytechnic Institute.  
H. M. BOSSHARD—Associate Professor of German.  
S. J. BRANDENBURG—Professor of Economics.  
P. H. CHURCHMAN—Professor of Romance Languages.  
D. M. DOUGHERTY—Assistant Professor of Roman Languages.  
W. E. EKBLAW—Professor of Geography.  
R. S. ILLINGWORTH—Associate Professor of English.  
H. S. JANTZ—Assistant Professor of German.  
C. F. JONES—Professor of Geography.  
E. O. LARUE—Formerly Professor in Assumption College.  
DAVID POTTER—Associate Professor of Biology.  
C. L. PROSSER—Assistant Professor of Physiology.  
S. L. VAN VALKENBURG—Professor of Geography.

### FACULTY COMMITTEE IN CHARGE

H. M. BOSSHARD  
S. J. BRANDENBURG  
R. S. ILLINGWORTH  
VERNON JONES  
H. P. LITTLE  
P. H. CHURCHMAN, Chairman

**COURSES FOR GRADUATE  
STUDENTS IN EDUCATION  
SEND FOR DESCRIPTIVE  
PAMPHLET**



# CLARK UNIVERSITY BULLETIN

No. 131

DECEMBER, 1936

COURSES OF COLLEGE GRADE FOR ADULTS  
Open to **High School Graduates**  
of **Both Sexes**

TO BE OFFERED IN THE  
SECOND SEMESTER  
1936-37

COURSES MEET ONCE A WEEK  
LATE AFTERNOON, EVENING  
AND SATURDAY MORNING

# PROGRAM OF COURSES

## MONDAY

|           |   |
|-----------|---|
| 4:20-6:00 | ELEMENTARY FRENCH. Churchman                        |
| 4:20-6:00 | SECOND YEAR FRENCH. LaRue                           |
| 4:20-6:00 | HISTORY (DEMOCRACY AND DICTATORSHIP IN EUROPE). Lee |

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## TUESDAY

|           |   |
|-----------|---|
| 4:20-6:00 | HUMAN PHYSIOLOGY AND HYGIENE. Prosser                       |
| 4:20-6:00 | ENGLISH (OUR CONTEMPORARIES). Illingworth                   |
| 4:20-6:00 | PRACTICAL FRENCH. L. L. Atwood                              |
| 4:15-5:55 | INTRODUCTION TO FRENCH CIVILIZATION. Dougherty (Art Museum) |
| 4:20-6:00 | AUSTRALIA AND EASTERN ASIA. C. F. Jones and Van Valkenburg  |

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## WEDNESDAY

|           |   |
|-----------|---|
| 4:20-6:00 | FRENCH COMPOSITION AND ORAL WORK. LaRue               |
| 4:20-6:00 | ELEMENTARY GERMAN. Bosshardt                          |
| 4:20-6:00 | NORTH AMERICA. Ekblaw                                 |
| 7:50-9:30 | SOCIOLOGY (CRIME, DELINQUENCY, MODERN SOCIETY). Davis |

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## THURSDAY

|           |                |
|-----------|----------------|
| 4:20-6:00 | BOTANY. Potter |
|-----------|----------------|

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## SATURDAY

|             |                |
|-------------|----------------|
| 10:00-11:40 | MUSIC. Johnson |
|-------------|----------------|

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The Bulletin is published in January, March, May, July, September, November, October and December.

Entered as second-class matter, December 29, 1920, at the Post Office at Worcester, Mass., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized January 24, 1921.

## Aim and Character of the Work

Clark University will again offer during the second semester of this year (1936-37) a series of courses of college grade for students outside of the regular undergraduate body. Some of these courses, in respect to content and time of meeting, are particularly intended for teachers in the schools of Worcester and the surrounding region. Others, however, have no such limited objective, but should appeal to the public on the grounds of utility or general culture.

All of these courses are open to mature persons who, in the judgment of the instructor, are suitably prepared. Those who do not desire official record of work done are admitted as "auditors" and are not required to "matriculate." The courses are of college grade and may be used for credit by those who are formally enrolled as candidates for the degree of Bachelor of Education at the University. Candidates for the degree of Bachelor of Arts may include these courses in their programs only when official authorization in advance is secured from the College Board.

**Note:** While these courses have always been open to high school graduates, they are this year particularly called to the attention of seniors and recent graduates with the thought that, because of existing economic conditions, the opportunity for further study of this kind might be welcomed by those without employment or those who cannot at present attend college at a distance.

## Date of Opening

Classes will meet for organization and the beginning of work during the week Feb. 1-6, on the day specified in the description of course.

**Attendance at the first meeting and progress at all classes are highly desirable.**

## Registration and Charges

Registration involves the filling out of an enrollment card and payment of the fee. Students not enrolled until the *enrollment card and the fee* for each course have been received by the Bursar. Those who desire to avoid the delay involve making payments at the office of the Bursar or enroll by mail.

Tuition charges are \$8.00 for a course meeting one hour a week for one semester, and \$15.00 for a course meeting two hours a week for one semester.

The matriculation fee of \$5.00 is a charge for the opening of an official record in the office of the university Recorder. Matriculated students receive official certificates on which credit toward a degree may be granted at Clark University or elsewhere, subject to the standing regulations of the institution to which they may be presented.

Class lists for all courses will be closed September 13, 1937, and all fees are payable by noon of that date. Enrollment after that date will be possible only by consent of the instructor concerned.

A late registration fee of one dollar for each week of delay, or fraction thereof, will be charged in all cases when the fee is paid after the above date.

inquiries, applications, and registrations may be attended to by mail, to the advantage of those concerned.

## Standards, Credit, Terms of Admission

Only courses of college grade are given, but students without the conventional preparatory training may be admitted to any course at the discretion of the instructor.

Courses will meet for periods of 50 to 100 minutes.

The usual hours for afternoon courses run for 100 minutes will be from 4:20 to 6:00; hours for Saturday and evening courses will be fixed by the individual instructors.

**Credit.** When accepted for credit toward the degree of Bachelor of Education in this University, one semester hour will normally be granted for a one-hour course (50 minutes) meeting 16 times, or two semester hours for a two-hour course (100 minutes) meeting 16 times.

Regular outside preparation or collateral reading is expected in every course, except in the case of "auditors." This outside work will be equal in amount to the preparation expected in regular undergraduate courses, namely an average of two hours per week for each semester of credit in the course. Those who prefer to attend without doing any outside work are welcome, but will be classed as "auditors."

In view of the outside work required, it is obviously unwise for students who are otherwise busy to attempt many of these courses at the same time. By vote of the committee in charge of this work, persons who are in any full-time employment will not hereafter be permitted to

register at any one time for courses carrying more than four semester hours credit.

## The Degree of Bachelor of Education

This degree is offered to teachers with at least one year's full-time teaching experience. Admission to candidacy for the degree is based on a satisfactory academic record showing the completion of a regular two-year Normal School course or its equivalent. The courses described in this circular may be used toward the completion of the requirements for this degree.

It is important to note that acceptance for enrollment in these courses carries no implication whatever in respect to candidacy for the degree. Those who intend to become candidates should file a formal application at the earliest possible date. A total credit equal approximately to one-quarter of the entire amount normally required must be completed *after admission to candidacy* before the degree will be conferred.

### Credit from Other Institutions Toward the B.Ed. Degree

The committee in charge of this degree has always declined to guarantee credit for courses taken at other institutions, unless such credit was approved by the committee before being taken. This committee has reaffirmed its adherence to this policy, with the following additional restrictions:—

(1). The acceptance of credits toward the degree from other institutions than Clark University will hereafter be limited to credits

ented by universities, colleges, and normal  
ools of recognized standing.

2). The committee reserves the right to re-  
e credit entirely for courses taken without  
previous approval; and at most, not more  
n 75% of the face value of credit will be  
owed for courses not approved in advance.

a. descriptive circular containing regulations  
this degree (also printed in the General  
alog), as well as blank forms for application  
admission to candidacy, may be obtained  
m the University.

R FURTHER INFORMATION ADDRESS:

LYDIA P. COLBY, *Recorder.*

## LIST OF COURSES

**NOTE:** Any course for which there are fewer than 20 registrations at the time of the second scheduled meeting may be withdrawn at discretion of the instructor in charge.

### Biology

1. **BOTANY.** The Fungi, Liverworts, and Mosses. A general survey of these groups of plants. Laboratory fee of \$1.00.

*Two Semester Hours*

*Thursdays, 4:20-6:00*

MR. POTTS

*Room 206*

2. **HUMAN PHYSIOLOGY AND HYGIENE.** A survey of the functioning of the principal systems of the human body. Lectures and demonstrations. This course will continue through the year, but each semester may be taken separately. There is a laboratory fee of \$1.00 per semester.

*Two Semester Hours*

*Tuesdays, 4:20-6:00*

MR. PROSSER

*Room 206*

### Economics and Sociology

See **Sociology.**

### English

**OUR CONTEMPORARIES.** An examination of the works and the influence of recent developments in the novel, poetry, drama, and biography. The processes and functions of literary criticism will be discussed.

considered with each type of literature read  
for the following topics:

1. Understanding
2. Interpretation
3. Practical and Ethical Standards
4. Standards of Taste
5. Impressionism and Expressionism

lectures, recitations, prescribed and collateral  
readings.

While this course is similar in method to the  
given in the first semester under the same  
the material used in this semester will be  
entirely new and there will be no duplication of  
it. New students may enter at the beginning  
of the second semester.

*Semester Hours*

*Days, 4:20-6:00*

MR. ILLINGWORTH

*Room 102*

## French

ELEMENTARY COURSE. A general introduction  
to the language for beginners and those who wish  
to renew their acquaintance with fundamental  
French. Continuation of the work of the first  
semester, but those having an elementary knowledge  
of the language may enter at the beginning of  
the second semester. The emphasis upon reading  
will continue, with about equal attention to care-  
ful translation into English and rapid silent read-  
ing for content. After the completion of Part  
One of the text, a book of stories and readings  
will be used. At the same time simple composi-  
tion, grammar and oral work, from Part Two of  
the text, will be begun. There is an extra bi-

weekly hour for drill in pronunciation and prepared aural-oral exercises.

*Two Semester Hours*

*Mondays, 4:20-6:00*

MR. CHURCHMAN

*Room 104*

2. SECOND YEAR COURSE. Continued review of certain necessary French grammatical principles with extensive reading largely from Pargment's *Trente-trois Contes et Nouvelles*. The general principles of phonetics and pronunciation drilled. This course is open to all who have taken the first course for beginners or have otherwise secured knowledge of elementary French. New students may enter in the second semester.

*Two Semester Hours*

*Mondays, 4:20-6:00*

MR. LARSEN

*Room 218*

3. ADVANCED COURSE: PRACTICAL FRENCH. Continuation of the work of the first semester. New students should find no difficulty in entering at this time. The main purpose of the course is the development of facility in the use of spoken French. Although, as far as possible, French will be the language of the classroom, it is not assumed that the student has already acquired facility. This will come with practice. A knowledge of the fundamentals of grammar is all that is necessary. Advanced French, when the content is changed, may be repeated once with full credit but not more than once.

*Two Semester Hours*

*Tuesdays, 4:20-6:00*

MR. LELAND ATWOOD

*Room 104*

. ADVANCED COMPOSITION AND ORAL WORK. Advanced exercises in English-to-French translation with a view to improving French style and grammar. Reading and criticism of book reports and other papers on various topics. Additional instruction in phonetics and peculiar difficulties of French syntax.

Open for credit to those who have had at least one semester hours of French. Second period open, without fees or credit, to auditors, in place of former Seminar.

*Two Semester Hours*

*Tuesdays, 4:20-6:00*

MR. LARUE

*Room 104*

5. INTRODUCTION TO FRENCH CIVILIZATION. A selective survey of the history, art, literature, and music of France, from the early seventeenth century to the present time, given in coöperation with the Worcester Art Museum. The material will be presented by means of lectures, photographs, slides, phonograph records, and talking films. A reading knowledge of French is not required. Members of this course will have access to the libraries both of the Worcester Art Museum and the University.

*Two Semester Hours*

*Tuesdays, 4:15-5:55*

MR. DOUGHERTY

*Worcester Art Museum*

## Geography

1. ECONOMIC AND POLITICAL GEOGRAPHY OF AUSTRALIA AND EASTERN ASIA. This course treats especially the economic and political geography of these areas from the modern point of view. It

analyzes particularly the problems of these areas of increasing importance in world affairs. Special effort will be made to adapt the materials and treatment of the course to meet the needs of teachers who are teaching courses in the geography of this part of the world. New students may enter the course at the beginning of the second semester.

*Two Semester Hours*

*Tuesdays, 4:20-6:00*

*Room 120*

MESSRS. JONES AND

VAN VALKENBURGH

2. NORTH AMERICA: ITS LAND AND FOLK. An interpretation of man's interests and activities in the North American New World, insofar as the qualities and attributes of the land affect his life. His social groups, his economic and political problems, and his cultural progress, will be treated in relation to his environment. The course is intended to be a comparative study of the human geography of our North American Continent, and aid in teaching home geography and the history and geography of North America. It is given as a year's course, but each semester will be complete in itself. Chiefly lectures and selected relevant readings.

*Two Semester Hours*

*Wednesdays, 4:20-6:00*

*Room 120*

MR. EKBLAV

## German

1. ELEMENTARY GERMAN, 2d semester. This course is designed to give practical training in German to persons with little or no previous

perience in the language. It makes a careful study of the grammatical fundamentals and the relationship between English and German, and uses the spoken word freely for the acquisition of a limited active vocabulary. Reading of prose and poetry.

*Two Semester Hours*

*Wednesdays, 4:20-6:00*

MR. BOSSHARD

*Room 106*

(INTERMEDIATE COURSE. To be offered in 1937-38). This course offers oral and written composition, stressing the fluent use of modern German. The reading material includes prose selections, poems, and songs. Some of the poems and songs will be interpreted with the aid of records of prominent actors and singers.

MR. BOSSHARD

(INTRODUCTION TO GERMAN LITERATURE. To be offered in 1938-39). Third year course. Extensive conversation and composition in conjunction with the reading of an introductory book like Kissner's *Deutsches Literaturlesebuch* during the first semester, to be followed in the second semester by the reading of selected works of Goethe and Schiller.

MR. JANTZ

(INTRODUCTION TO THE CULTURE OF THE GERMAN SPEAKING COUNTRIES. To be offered in 1937-38). An illustrated lecture course aiming to sketch the development of German civilization, its history, folk-lore, art, music and literature from the early Middle Ages to the present. Guest speakers will be invited from time

to time to discuss various phases of the subject. The facilities of the Worcester Art Museum: books, slides, other illustrative material, phonograph recordings, also leading German films will be available. The lectures will therefore be held at the museum and not at Clark. This course may be taken either as an elective with no language prerequisite and all collateral reading in English, or as an advanced language and literature course with most of the reading in German confirmed by comprehensive written reports.

MR. JAMES

## History

DEMOCRACY AND DICTATORSHIP IN EUROPE. A study of the governments of Great Britain, France, Germany, Italy, and Russia with some attention to recent developments in Austria and Spain and to the international implications of Fascism and Communism. Reading and lectures.

*Two Semester Hours*

*Mondays, 4:20-6:00*

MR. JAMES

*Room 117*

## Music

MUSIC. A study of masterpieces of music in several forms of suite, sonata, symphony, overture: an historical survey stressing the correlation of music to the arts and to the social conditions of the times. Lectures, assigned readings, attendance at concerts, with illustrations by artists in the classroom and by phonograph. No previous study of music is required but some experience as listener is desirable. The particular topics for the semester will be Carl Philipp Emanuel Bach

the beginnings of the sonata-form to Debussy, including Haydn, Mozart, Beethoven, Weber, Schubert, Schumann, Liszt, Berlioz, Wagner, and Mahlers; the foundations of modern opera with a survey of representative masterpieces.

*Two Semester Hours*

*Tuesdays, 10:00-11:40*

MR. JOHNSON

*Room 103*

## Sociology

CRIME, DELINQUENCY, AND MODERN SOCIETY. This course will deal with the nature, extent, types, and causes of present-day crime; with the detection, conviction, and handling of criminals and delinquents; with court systems, court reforms, and theories of punishment; and with the applications of science in the new criminology. In addition to required readings, class lectures, and class discussions, there will be demonstrations, field trips, and outside lecturers.

*Two Semester Hours*

*Wednesday Evenings, 7:50-9:30*

MR. DAVIS

*Room 115*

## STAFF

L. ATWOOD—Head of Department of Modern Languages, Worcester Polytechnic Institute.

M. BOSSHARD—Associate Professor of German.

H. CHURCHMAN—Professor of Romance Languages.

WINGSLEY DAVIS—Assistant Professor of Sociology.

M. DOUGHERTY—Assistant Professor of Romance Languages.

W. E. EKBLAW—Professor of Geography.

R. S. ILLINGWORTH—Associate Professor of English.

H. EARLE JOHNSON—Director of the Musical Club.

C. F. JONES—Professor of Geography.

E. O. LARUE—Formerly Professor in Assumption College.

D. E. LEE—Associate Professor of Modern European History.

DAVID POTTER—Associate Professor of Biology.

C. L. PROSSER—Assistant Professor of Physiology.

S. L. VAN VALKENBURG—Professor of Geography.

#### FACULTY COMMITTEE IN CHARGE

H. M. BOSSHARD

S. J. BRANDENBURG

R. S. ILLINGWORTH

VERNON JONES

H. P. LITTLE

P. H. CHURCHMAN, Chairman

**COURSES FOR GRADUATE  
STUDENTS IN EDUCATION  
SEND FOR INFORMATION**

CLARK UNIVERSITY  
WORCESTER, MASSACHUSETTS

THE BIOLOGICAL LABORATORIES

November 11, 1936

Dear Mr. Colby:

As per our conversation of yesterday, I submit the following statement of my extension course for this semester:

A study of the lower plants, with special emphasis upon types of the algae and fungi.

Extension course - 1st sem. 1936-37

*David Potter*



requirements for the degree, and a grade better than C— for credit in courses taken in summer school.

6. **LAPSE OF CANDIDACY.** Candidacy for the degree terminates automatically whenever for a period of two years or more a candidate has failed to complete any courses in Clark University yielding credit toward the degree. A candidacy terminated under this rule may be renewed by action of the committee. Such renewal may involve a revision of allowances previously made both in respect to total credit and requirements in particular subjects.

7. **DIPLOMA FEE.** The diploma fee (\$5.00) should be paid to the Bursar not later than the beginning of the semester or summer session in which the requirements for the degree will be completed.

### SPECIAL COURSES FOR TEACHERS

With the needs of candidates for the degree of Bachelor of Education in mind, the University offers a series of college courses for adults designed both in respect to content and time of meeting for teachers in the public schools of Worcester and the surrounding region. These courses are also open to the general public. When occasion arises the subject of aims and methods of teaching is treated in some of these courses.

During the academic year 1936-37, the following courses have been given:

#### BIOLOGY

- |   |             |
|---|-------------|
| 1. Botany: The Fungi Liverworts and Mosses. | MR. POTTER  |
| 2. Human Physiology and Hygiene             | MR. PROSSER |

#### ENGLISH

- |                       |                 |
|-----------------------|-----------------|
| 1. Our Contemporaries | MR. ILLINGWORTH |
|-----------------------|-----------------|

#### FRENCH

- |                                       |                  |
|---------------------------------------|------------------|
| 1. Elementary Course.                 | MR. CHURCHMAN    |
| 2. Second Year Course.                | MR. LARUE        |
| 3. Advanced Course: Practical French. | MR. L. L. ATWOOD |
| 4. Advanced Composition and Oral Work | MR. LARUE        |
| 5. French Civilization                | MR. DOUGHERTY    |

## GEOGRAPHY

1. North America: Its Land and Folk MR. EKBLAW
2. Economic and Political Geography of Africa and Australasia  
MESSRS. JONES AND  
VAN VALKENBURG
3. Economic and Political Geography of Australia and Eastern  
Asia MESSRS. JONES AND  
VAN VALKENBURG

## GERMAN

1. Elementary Course. MR. BOSSHARD
- HISTORY
1. Democracy and Dictatorship in Europe MR. LEE
- MUSIC
1. Music MR. JOHNSON

## DEPARTMENTAL ANNOUNCEMENTS

*Beginning September, 1934, units of instruction for undergraduates are listed as "courses" and fractions of a "course." A "course" normally meets for class room or laboratory exercises three or four times weekly throughout the year. A "half course" normally meets with the same frequency throughout one semester. Classes meeting twice weekly normally yield credit for one third of a course in each semester.*

*Each unit of undergraduate instruction as listed below constitutes one "course" unless its value as a fractional course or a multiple course is indicated.*

*Advanced courses, not primarily for undergraduates, are announced with a statement of the number of weekly meetings. Undergraduates who are permitted to enroll in such courses should carefully check with the Recorder to avoid any misunderstanding in regard to the equivalent number of "courses" represented by their programs.*

Courses offered by the several departments are listed under three headings:

1. PRIMARILY FOR UNDERGRADUATES, designated by numbers beginning with the figure (1).
2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES, designated by numbers beginning with the figure (2).
3. PRIMARILY FOR GRADUATE STUDENTS, designated by numbers beginning with the figure (3).

Brackets [ ] about the announcement of a course indicate that the course is not offered during the current year.

Credit for the first semester alone is given in all courses except in cases where a department, by a note following the description of the course, specifically reserves the right to withhold credit until the second semester of the course is satisfactorily completed.

Any course may be entered at the beginning of the second semester, with the consent of the instructor, by students who are prepared to take up the work of the course at that time.

### DEPARTMENT OF ANCIENT LANGUAGES

#### PROFESSOR BRACKETT

A major in ancient languages consists (1) of four or five courses among those offered in this department; (2) of two or three courses in the department of French or German or in both.

## COURSES IN GREEK

[11. **First Year Course.** Divisible only in special cases with the approval of the department and of the College Board.

Open to freshmen.

Through the year. M. W. F., 9.

MR. BRACKETT]

[12. **Xenophon, *Anabasis*; Homer, *Iliad*.** About ten weeks at the beginning of the year are devoted to reading selections from the *Anabasis*, the principal aim being to increase the student's facility in translation. The remainder of the year is devoted to the *Iliad*.

Open to freshmen.

Through the year. M. W. F., 9.

MR. BRACKETT]

[13. **The Greek Drama.** Aeschylus, *Prometheus Bound*; Sophocles, *Antigone*; Euripides, *Medea*.

Through the year.

MR. BRACKETT]

16a. **Greek Tragedy in English.** Plays of Aeschylus.

*Half course*, first semester. M. W. F., 9.

MR. BRACKETT

[Greek 17. **Greek Civilization.** This course will cover the period from the beginnings of Greek history to 146 B.C.

Open to freshmen with the consent of the instructor.

Through the year. M. W. F., 11.

MR. BRACKETT]

## COURSES IN LATIN

## 1. PRIMARILY FOR UNDERGRADUATES

11. **First Year Course.**

Open to freshmen.

Through the year. T. Th. S., 10.

MR. BRACKETT

12. **Cicero**, First Oration against Verres, selected Epistles; Selections from **Catullus**; **Horace**, selected Epodes and Odes.

Open to freshmen.

Through the year. M. W. F., 10.

MR. BRACKETT

[15. **Selections from Caesar, Cicero and Ovid.** This course is open to students who have had Latin 11 or its equivalent. The principal aim is to increase the student's ability to read Latin.

Through the year. T. Th. S., 9.

MR. BRACKETT]

[16a. **Selections from Lucretius, De Rerum Natura and Cicero, Tusculan Disputations.**

*Half course*, first semester.

MR. BRACKETT]

**[18b. The Teaching of Latin; Latin Composition.***Half course*, second semester.

MR. BRACKETT]

**[17. Roman History.** This course will deal with the history of Rome from the earliest period to the downfall of the Western Roman Empire.

*Half course.*

MR. BRACKETT]

## COURSES IN ART AND MUSIC

LORING HOLMES DODD, *Professor of Rhetoric, Curator of Art.*H. EARLE JOHNSON, *Instructor in Music, Director of Musical Organizations.*

The following courses are offered; (a) as general electives; (b) as means for satisfying the general requirement in art, music and (or) literature [see 3 (a) under "Requirements for the degree of Bachelor of Arts"]. This requirement may also be met in whole or in part from the following courses: English 15 and 111; French 113 and 114; German 14 (or 141), 17 and 142; Greek 17.

The following courses are not accepted in fulfillment of requirements in English or in "Division B."

**Art 10b. The Art of My Country.** American accomplishment in painting, sculpture and architecture. Illustrated lectures, assigned readings, field trips.

*Half course*, second semester. T. Th. S., 9.

MR. DODD

**[Art 11b. Great Moments in the Art of Europe.** The outstanding eras in painting, sculpture and architecture in the several countries of Europe. Illustrated lectures, assigned readings, frequent visits to museums.

*Half course*, second semester. T. Th. S., 9.

MR. DODD]

To be offered in 1937-38.

**Music 12.** A survey course in the history and understanding of music. The first semester commences with Carl Philipp Emmanuel Bach and the beginnings of sonata-form extending to the contemporary scene. The second semester treats of primitive music, the Greek modes, music of the Middle Ages culminating in the development of the contrapuntal style through Johann Sebastian Bach. Elective for sophomores, juniors, and seniors; divisible only with the consent of the instructor. This course is accepted in fulfillment of the requirement in art, music and (or) literature.

Through the year, M. W. F., 11.

MR. JOHNSON

## DEPARTMENT OF BIOLOGY

PROFESSOR HOAGLAND, ASSOCIATE PROFESSOR POTTER,  
ASSISTANT PROFESSOR PROSSER  
MR. POMERAT,\* MR. FULLER  
*Research Associate* RUBIN

## GENERAL STATEMENT

The Department of Biology is on the second floor of the Main Building of the University. The laboratories are well-equipped for the courses offered and contain special equipment for advanced investigations in physiology. In addition, annual funds are available for purchasing and building apparatus as it may be required. The University Library contains complete files of the more important periodicals and reference works. Certain assistantships, fellowships and scholarships are available from time to time.

## UNDERGRADUATE WORK

Biology 11 presents a comprehensive view which is prerequisite to all other courses in the department. Courses 12, 14, 15a, 16b, and 17b are planned to give the undergraduate a working acquaintance with fundamental aspects of zoölogy and botany. Courses 200 and 201 introduce the student to the behavior of living systems.

An undergraduate majoring in biology is expected to complete at least:

1. Biology 11 and three advanced courses, including Biology 12 and 200. Candidates for honors in biology should also take Biology 14.
2. Mathematics 111.
3. Physics 11.
4. Chemistry 11.
5. French or German to an amount sufficient for a good reading knowledge.

Undergraduates who *major* in biology should elect additional courses in chemistry or in physics. Biology 200, preferably taken in the senior year, brings to a biological focus, in the study of living organisms, many chemical and physical principles.

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\*Absent on leave, 1936-37.

The departments of chemistry, biology and physics recommend the following program for pre-medical students. These recommendations do not in any way affect the general requirements of the College which apply to all students in the College.

*Freshman Year*

|                          |          |                   |
|--------------------------|----------|-------------------|
| Chemistry                | 10 or 11 | General Chemistry |
| Biology                  | 11       | General Biology   |
| English                  | 11       |                   |
| A course in "division B" |          |                   |
| A modern language        |          |                   |
| Mathematics              | 111      |                   |

NOTE: Students who are not prepared to carry a program of six courses successfully, will be forced to postpone either Biology or Chemistry until the second year, with consequent readjustments in succeeding years.

*Sophomore Year*

|                               |    |                      |
|-------------------------------|----|----------------------|
| Chemistry                     | 13 | Qualitative Analysis |
| Biology                       | 12 | Comparative Anatomy  |
| A course in "division B"      |    |                      |
| A modern language             |    |                      |
| Fine Arts (a required course) |    |                      |

NOTE: A second course in college mathematics is strongly recommended.

*Junior Year*

|           |                     |                        |
|-----------|---------------------|------------------------|
| Chemistry | 14, first semester  | Quantitative Analysis  |
| Chemistry | 19, second semester | Physical Chemistry     |
| Biology   | 201                 | Comparative Physiology |
| Physics   | 11                  | General Physics        |

An elective to complete any general requirements not already met in full.

*Senior Year*

|                                     |     |                               |
|-------------------------------------|-----|-------------------------------|
| Chemistry                           | 15  | Organic Chemistry, lectures   |
| Chemistry                           | 110 | Organic Chemistry, laboratory |
| Biology                             | 200 | Bio-physics                   |
| A second advanced course in Biology |     |                               |
| An elective                         |     |                               |

GRADUATE WORK

Students whose records are approved by the department may be admitted by the Graduate Board for work leading to the degree of Master of Arts in biology or to the degree of Doctor of Philosophy in physiology. The general plan of organization involves a relationship between the Department of Psychology and the Department of Biology whereby students in either department may be credited with specific advanced courses in the other. Certain advanced courses in the departments of physics, chemistry and mathe-

matics may also be credited in the Department of Biology. Through departmental connections with the Worcester State Hospital opportunities are available for certain aspects of medical research.

The general requirements for the master's degree and for the doctorate are stated elsewhere in this catalog. In addition to the general requirements, the department has a supplementary requirement that an additional copy of each doctor's dissertation must be deposited with the department.

The analysis of fundamental activities of living organisms is necessarily undertaken upon the basis of physico-chemical principles. For this reason a foundation in physics, chemistry and mathematics as well as in biology is essential for advanced work in physiology.

## COURSES IN BIOLOGY

*It should be borne in mind that many of the courses in Biology are given in alternate years. The special course sheets given out at the time of registration should be consulted.*

### 1. PRIMARILY FOR UNDERGRADUATES

**11. General Biology.** An introduction to the fundamental principles and problems of biology. Indivisible course.

Open to freshmen.

Through the year. M. W. F., 11; M., 2.

MR. POTTER AND MR. FULLER

**12. Vertebrate Zoology.** A study of the morphology of the vertebrates from a comparative standpoint which traces the evolution of animals from fish to mammals. Lectures and laboratory work.

Through the year. W. F., 9; T. F., 2.

MR. FULLER

**13. Seminar in General Biology.** Credit is not given for this course. All students in the department are invited to attend and to participate.

### STAFF OF THE DEPARTMENT

**14. Botany.** First semester, morphology and taxonomy of the lower plants. The laboratory work consists of a critical study of types from the most important natural families.

Second semester, systematic botany of the higher plants.

Prerequisite, Biology 11, first semester.

Through the year. Tu. Th. S., 11; Th., 2.

MR. POTTER

**[15a. Invertebrate Zoology.** A detailed study of the structure, life history, habits, and distribution of invertebrate types. Two lectures and two laboratory periods per week.

*Half course, first semester.*

MR. POMERAT]

[16b. **Histology.** A comprehensive course dealing with tissue structure. Emphasis is placed on the study of mammalian tissues. Two lectures and two laboratory periods per week.

*Half course*, second semester.

MR. POMERAT]

[17b. **Embryology.** A consideration of the fundamentals of embryology. Two lectures and two laboratory periods per week.

*Half course*, second semester.

MR. POMERAT]

18.\* **Comparative Physiology.** The principal types of functions in living systems as they occur in animals and plants. Biology 11 is a prerequisite and Biology 12 is advised. Two lectures and two laboratory periods per week.

Through the year. Tu. Th., 11 and two laboratory periods.

MR. PROSSER

160. **Microscopical Technique.** The principles of fixing, sectioning and staining tissues will be worked out in the laboratory.

Through the year.

MR. POTTER

## 2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES

[200. **General Physiology (Biophysics).** Open to students who have passed Biology 11 and 12 or their equivalents and who satisfy the instructor as to their preparation in physics, chemistry and mathematics. Chemistry 11, Physics 11, and Mathematics 111 or their equivalents are prerequisite. Biology 18 is strongly advised.

The course is designed to give the student an acquaintance with the major problems of physiology. The nature of living substance is considered in terms of its component materials and their physico-chemical properties. Three lectures and two laboratory periods per week.

*Double course*, through the year. M. W. F., 11, and laboratory periods.

MR. HOAGLAND]

201. (See Biology 18, above).

[202a. **Physiology of Reproduction.** A discussion of the problems of sexual periodicity, mating behavior, hormonal control of reproduction processes, the biology of the testes and the ovary.

*Half course*, first semester. Hours to be arranged. MR. POMERAT]

202b. **Genetics.** An introduction to the principles of genetics.

*Half course*, second semester.

MR. POTTER

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\*To be designated as 201 after 1936-37.

**203. Special Problems.** Advanced semi-independent study of an approved topic under the direction of a member of the staff.

Hours and credit to be arranged.

STAFF OF THE DEPARTMENT

**204. Seminar in the Structure and Function of Central Nervous Systems.** Material from all levels of animal organizations will be considered.

*Two hours*, through the year. Hours to be arranged.

MR. PROSSER

**205. Seminar in Experimental Biology.** Credit is not given for this course. All students in the department are invited to attend and to participate.

STAFF OF THE DEPARTMENT

### 3. PRIMARILY FOR GRADUATE STUDENTS

**[306. Mechanisms of Reaction (seminar).]** Mechanisms underlying the behavior of organisms are considered from the standpoint of experimental physiology.

*Two hours*, through the year.

MR. HOAGLAND]

**307. Readings in Physiology.** Open to candidates for the doctorate in physiology. Reading and tutorial conferences on special topics. Credit to be arranged.

MR. HOAGLAND and MR. PROSSER

**308. Research. Dynamics of Vital Phenomena.** Credit to be arranged.

MR. HOAGLAND

**309. Research in Botany.** Credit to be arranged.

MR. POTTER

**310. Research in Zoology.** Credit to be arranged.

MR. POMERAT

## DEPARTMENT OF CHEMISTRY

PROFESSOR MERIGOLD, PROFESSOR WARREN, ASSOCIATE PROFESSOR  
BULLOCK

Courses in chemistry fall into two groups:

First, those primarily for undergraduates. They furnish a foundation for professional work in chemistry or medicine, and are suitable for students desiring some knowledge of the subject as part of their general education.

Second, those primarily for graduates, leading to advanced degrees.

## UNDERGRADUATE WORK

Students who intend to become professional chemists or to study for an advanced degree in chemistry should *major* in chemistry and take at least two years' work in physics.

They are advised to conform as closely as possible to the schedule given below.

*First year:* Chemistry 10 or 11; Mathematics 111; English 11; social science (Division B) and foreign language.

*Second year:* Chemistry 13 and 14; Physics 11; Mathematics 12; Arts; and a continuation of work in foreign language.

*Third year:* Chemistry 15, 110, and 19; and electives.

*Fourth year:* Five courses, chosen from the following: Chemistry 214, 215, and 208; Physics 14 and 15; an elective. A choice, with reference to future work, should be made after consultation with the chemistry staff.

Those students who intend to enter the field of secondary education should acquaint themselves with the requirements in "education" of state and local licensing boards and prepare to meet these requirements. This may necessitate the omission of certain courses in chemistry scheduled for the third and fourth years.

Students intending to study medicine should consult the statement regarding pre-medical training in the announcement of the Department of Biology.

Attention is called to laboratory fees and breakage deposits listed under the general heading "Laboratory Fees and Deposits."

## GRADUATE WORK

The Department of Chemistry provides graduate students with training in the fundamental principles of chemistry sufficiently broad to prepare them adequately for a scientific career.

Requirements for advanced degrees cannot be met merely by pursuing a course of studies or by carrying on an investigation. Hence no definite course of graduate studies is outlined. Ordinarily, completion of the program outlined above will be a prerequisite for graduate work in chemistry.

All graduate students are required to have an adequate reading knowledge of French and German. This requirement applies to candidates for either the master's degree or the doctor's degree.

Students registered for advanced degrees are expected to spend

not less than eighteen hours per week in the laboratory. This may include special laboratory work in organic, inorganic, and physical chemistry.

Graduate scholarships and fellowships are available to students in this department.

## COURSES IN CHEMISTRY

### 1. PRIMARILY FOR UNDERGRADUATES

**10. Elementary Chemistry.** Intended primarily for students who have not previously studied chemistry. Equivalent to course 11 as preparation for advanced courses.

Indivisible course.

Open to freshmen who have not studied chemistry in high school. Through the year. Tu. Th. S., 9; Th., 2. MR. BULLOCK

**11. General Chemistry.** Chiefly inorganic. Systematic study of the elements and their principal compounds and the fundamental laws and theories of chemistry. Three lectures and three hours of laboratory work per week. Divisible only by consent of instructor.

Open to freshmen who have studied chemistry in high school.

Through the year. M. W. F., 11; M., 2. MR. MERIGOLD

**13. Qualitative Analysis, Basic and Acid.** Chiefly laboratory work, nine hours per week. Occasional lectures, and recitations upon the theories involved. Prerequisite, course 11 or its equivalent.

Through the year. Tu. F., 2. MR. BULLOCK

**14. Quantitative Analysis.** Chiefly laboratory work, with occasional lectures, recitations, and problems. Six hours of laboratory work, and one lecture per week. Prerequisite, course 13.

Through the year. Tu., 3:30; Th., 2. MR. MERIGOLD

**15. Elementary Organic Chemistry.** Lectures on the fundamental principles of organic chemistry. Prerequisite, course 11 or its equivalent. Course 13 is also recommended.

Through the year. M. W. F., 8. MR. WARREN

**19. Elementary Physical Chemistry.** Lectures, recitations and problems on the theoretical aspect of chemistry including gases, liquids, solids, solutions and equilibria. Prerequisite, Chemistry 13.

Through the year. Tu. Th. S., 10. MR. BULLOCK

**110. Organic Synthesis and Analysis.** Laboratory work in the preparation of typical organic compounds. Course 110 should be taken, if possible, in connection with course 15. Nine hours of

laboratory work per week. Open only to students who take or have taken courses 13, 14 and 15.

Through the year. M. Th., 2.

MR. WARREN

## 2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES

**208. Physical and Inorganic Chemistry.** Lectures and laboratory work, nine hours per week. Prerequisites, Mathematics 12, Chemistry 14 and 19. Required for advanced degrees in chemistry.

Through the year. F., 2, and additional hours to be arranged.

MR. BULLOCK

**212b. History of Chemistry.** Outline of the historical development of the science, and the relation of chemistry to other sciences at various periods of development. Lectures, collateral reading, reports and thesis. Open to graduate students and seniors who take or have taken Chemistry 15 and 19 or equivalent courses. Required for advanced degrees in Chemistry.

*Half course*, second semester. Tu. Th., 11.

MR. MERIGOLD

**214. Advanced Quantitative Analysis** (including gas analysis). Prerequisite, course 14. Lectures and laboratory work, nine hours per week.

Through the year. Tu. Th., 2.

MR. MERIGOLD

**215. Advanced Organic Synthesis.** The preparation of more difficult organic compounds. Prerequisite, course 110.

Through the year. M. Th., 2, and an additional laboratory period.

MR. WARREN

**216. Journal Reading.** Practice in reading current chemical literature. Required of all graduate students.

*Two hours*, through the year. Tu. F., 4.

MR. WARREN

**[217. Intermediates and Dyestuffs.** Methods of preparation, properties and uses of the commoner intermediates followed by a study of typical dyestuffs. Lectures, collateral reading, reports and thesis. Open to graduate students and undergraduates who take or have taken course 15.

Through the year.

MR. BULLOCK]

## 3. PRIMARILY FOR GRADUATE STUDENTS

**32. Advanced Theoretical Chemistry.** Discussion of the principles underlying the transformation of matter and of the conditions for equilibrium in various systems.

*Three hours*, through the year. Tu. Th. F., 9.

MR. MERIGOLD

**33. Advanced Organic Chemistry.** Lectures on selected subjects in organic chemistry.

*Two hours, through the year.* Tu. Th., 8. MR. WARREN

**35. Seminar.** Staff and graduate students. Reports on research work being carried on in the laboratory and report and discussion of recently published work in related fields.

*Once a week, through the year.* W., 5.

STAFF OF THE DEPARTMENT

**314. Research in Physical and Inorganic Chemistry.**

MR. MERIGOLD

**315. Research in Organic Chemistry.**

MR. WARREN

**318. Research in Organic and Physical Chemistry.**

MR. BULLOCK

## DEPARTMENT OF ECONOMICS AND SOCIOLOGY

PROFESSOR BRANDENBURG, ASSOCIATE PROFESSORS MAXWELL\*  
AND LUCAS, ASSISTANT PROFESSOR DAVIS

The first aim of the department is to give students a systematic knowledge of the organization and functions of our economic and social order. But this cultural objective is not exclusive. Many of the courses in economics have a vocational aspect and should receive the attention of students looking forward to business or professional careers.

The courses in sociology provide training in the fundamental concepts and methods of the science and lead the student toward the solution of problems faced by every citizen in his social relationships. They aim to stimulate appreciation by the student of the work of specialists in many fields and of their contributions to problems of human welfare.

Economics 11 is a prerequisite to all other courses in economics, with the possible exception of Economics 14a and 14b, and is required of all majors in the department. Sociology 11 is a prerequisite to further work in sociology. Undergraduates majoring in the department are urged to take the introductory courses in their sophomore year. Courses taken outside the department in partial fulfillment of the major requirement should be selected, subject to

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\*Professor, beginning February 1, 1937.

departmental approval, so as to provide a unified program centering about the student's major interest.

Candidates for departmental honors will engage in a program of independent study consisting of reading and research designed in part to give them specialized training in the fields of their major interest and in part to supplement formal courses. Ordinarily a student will not begin his independent study until the second semester of the junior year, nor will he be permitted to undertake the equivalent of more than two courses in independent study.

*In making elections, students should bear in mind that many advanced courses are offered only in alternating years.*

#### GRADUATE WORK

The department regularly offers courses leading to the master's and doctor's degrees. Students expecting to enter upon advanced work should have creditably mastered basic courses in the field equivalent at least to the ordinary undergraduate *major*, i.e., twenty-four semester hours; those whose preparation is inadequate should expect to make good the deficiency before proceeding to study for a higher degree.

A sufficient range of courses will be offered in cycles of two or three years so that graduate students may be adequately prepared for candidacy for the doctorate in this department. The classification of courses as undergraduate, intermediate, and graduate is necessarily an elastic one. Graduate students electing courses in the undergraduate category will be required to do additional work; undergraduate students in courses of the intermediate group will be expected to do work of substantially graduate caliber.

Fellowships, scholarships, assistantships, and other aids are available to a limited number of worthy students.

*Attention is directed to closely allied courses offered in geography, history and international relations, and psychology.*

### COURSES IN ECONOMICS

#### 1. PRIMARILY FOR UNDERGRADUATES

**10. Social Science Survey.** An introduction to methods and materials of the social sciences preparatory to later work in these fields. Indivisible course.

For freshmen; others will receive reduced credit.

Through the year. M. W. F., 9.

MR. BRANDENBURG

**11. Principles of Economics.** An introduction to the fundamental economic principles, together with a study of the practical application of these principles to the problems of American life. Economics 10 is a desirable preliminary course.

Indivisible course.

Through the year. Tu. Th. S., 10.

MR. LUCAS

**13. Money, Banking, and the Business Cycle.** Indivisible course

Through the year. M. W. F., 9.

MR. MAXWELL

**14a. Economic History of Western Europe since 1700.**

*Half course*, first semester. M. W. F., 10.

MR. MAXWELL

To be omitted in 1937-38.

**14b. Economic History of the United States.**

*Half course*, second semester. M. W. F., 10.

MR. MAXWELL

To be omitted in 1937-38.

**[15a. Public Finance.**

*Half course*, second semester. M. W. F., 10.

MR. MAXWELL]

**[16b. Economic Statistics.** Primarily for students of Economics and Sociology.

*Half course*, first semester. M. W. F., 10.

MR. MAXWELL]

**117. Principles of Accounting.** The organization and use of financial records, with emphasis on their interpretation rather than on the technique of procedure.

Indivisible course.

Through the year. Tu. Th., 9; Th., 2-4.

MR. LUCAS

To be omitted in 1937-38.

**18. Business Organization and Business Finance.** A unified year's work in the structure of modern industry, the financial practices of corporations, and the problem of social control. The second half of this course is open only to students who have completed the first half.

Through the year. Tu. Th. S., 11.

MR. LUCAS

To be omitted in 1938-39.

## 2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES

**[22. Labor Problems.**

Through the year. M. W. F., 8.

MR. BRANDENBURG]

**210a. Economic and Social Reform.** The historical and critical study of various programs. Prerequisite, Economics 14.

*Half course, first semester* M. W. F., 11. MR. BRANDENBURG  
To be omitted in 1937-38.

**211b. Contemporary Reform Movements.** A continuation of Economics 210a into special fields for selected students. Prerequisite, Economics 210a.

*Half course, second semester.* M. W. F., 11. MR. BRANDENBURG  
To be omitted in 1937-38.

**[25b. Problems in Public Finance.**

*Half course, second semester.* MR. MAXWELL]

**[27a. International Trade and International Finance.** The nature, theoretical basis, methods of financing, and governmental control of the international movement of goods. Economics 13 desirable.

*Half course, first semester.* Tu. Th. S., 9. MR. LUCAS]

**28. Research in Selected Economic Problems.** Limited enrollment; consent of the instructor required.

Credit and hours to be arranged. THE STAFF OF THE DEPARTMENT

**[29b. Economics of Transportation.** History and present status of rail, water, and highway transport; rate-making; public regulation, government operation, and chief problems of the present.

*Half course, second semester.* Tu. Th. S., 9. MR. LUCAS]

### 3. PRIMARILY FOR GRADUATE STUDENTS

**31. International Economic Policies.**

*Two hours, through the year.* M., 7-9. MR. BRANDENBURG

**38a. History of Economic Thought to the End of the 18th Century.**

*Three hours, first semester.* M. W., 2:30-4. MR. MAXWELL

**38b. Modern Economic Thought.** Attention will be given rather to the history of thought than to analytical criticism of specific doctrines.

*Three hours, second semester.* M. W., 2:30-4. MR. MAXWELL

**[39. Value and Distribution.**

*Three hours, through the year.* MR. MAXWELL]

**311. Seminar in Economics and Sociology.** Fortnightly round-table on investigations by members of the Seminar. Occasional outside speakers. All full time graduate students in the department are required to attend. Beginning with the academic year 1936-37, not more than *one hour* credit may be allowed.

*Second and fourth Thursdays* of each month at 7:30.

THE STAFF OF THE DEPARTMENT

## COURSES IN SOCIOLOGY

*The introductory course, Sociology 11, is prerequisite to all other courses in sociology. Students whose special interests are in sociological fields should note the departmental statement preceding this announcement of courses.*

## 1. PRIMARILY FOR UNDERGRADUATES

(See also Economics 11)

**11. Principles of Sociology.** What is society, and what are its fundamental inter-relationships? In attempting to answer these questions the course gives a comprehensive view of sociology as a social science, and serves as a solid base for further study in the field. Indivisible course.

Through the year. Tu. Th. S., 9.

MR. DAVIS

## 2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES

(See also Economics 22, 210a, and 211b.)

**21. Marriage and the Family.** The development of, and changes in, the family, from earliest records to the present. Various theories will be critically examined. Especial emphasis will be given to marriage and family-relationships of today.

Through the year. Tu. Th. S., 10.

MR. DAVIS

**[22a. Sociology of City Life.** Especially intended for students who may spend most of their lives in city environment, and who wish to have a scientific understanding of what cities mean and what they do to and for people. Individual investigations of city phenomena in and about Worcester.

*Half course*, first semester. Tu. Th. S., 10.

MR. DAVIS]

**[25a. Social Disorganization.** Crime, alcoholism, pauperism, prostitution, insanity, disrupted families, and other evidences of social disorganization will be examined as types of social maladjustment. An effort will be made to discover what social forces are involved in these problems and what remedies may be effective. Field Trips.

*Half course*, first semester.

MR. DAVIS]

**[26b. Criminology.** A study of the causes of crime and delinquency in modern society, together with an analysis of crime detection, police systems, court procedures, penal measures, and criminal law. Existing facts will be interpreted in the light of social theory and criticized in the light of modern values. Demonstrations and field trips will be provided.

*Half course*, second semester.

MR. DAVIS]

CLARK UNIVERSITY

WORCESTER, MASSACHUSETTS

ECONOMICS AND SOCIOLOGY

S. J. BRANDENBURG

J. A. MAXWELL

A. F. LUCAS

KINGSLEY DAVIS

October 21  
1936

Dear Dean Little:

In reference to the students who wish to take my course in Educational Sociology--Soc.27a--for three hours credit rather than two hours credit, I wish to say that a third hour has now been arranged.

These students will meet with me from 12 to 1 o'clock every Friday.

Up until now they have been carrying extra work and have been examined already on the extra work, and have also been requested to bring in a book report on outside reading. All told, therefore, with the third hour meeting and the extra assignments they will be doing, I feel, a full three hours work in the course.

I hope this arrangement is satisfactory. Please let me know if it is not.

Sincerely yours,

*Kingsley Davis*

KD:F



**27a. Educational Sociology.** A study of Education (organized and unorganized) and intellectual leadership in their relationships to politics, government, the family, religion, patriotism, business cycles, and other socio-economic phenomena. Education in the United States as it is and as it may be, will receive particular attention.

A third hour of credit may be arranged for properly qualified students.

*Two hours*, first semester. M., 2-4.

MR. DAVIS

**28b. Social Behavior.** A study of social factors in the development of personality and of the phenomena of group interaction. Research in such topics as acculturation, crowd and mob behavior, human motivation, propaganda, modes of contact, sex differences, and types of persons. First-hand observation and experiment as far as possible.

*Half course*, second semester. Tu. Th. S., 11.

MR. DAVIS

**[29a. Social Anthropology.** Organization and functional dynamics of primitive society. Primitive religion, technology, economy, family government, and art. Certain societies selected for intensive study as types.

*Half course*, first semester. Tu. Th. S., 10.

MR. DAVIS]

### 3. PRIMARILY FOR GRADUATE STUDENTS

(See also Economics 311.)

**[31a. European Sociological Theory.** The development of sociological theory in England and on the Continent. Such authors as Comte, Spencer, Durkheim, Pareto, Max Weber, Simmel, and Hobhouse will be dealt with.

*Half course*, first semester, by arrangement.

MR. DAVIS]

**[31b. American Sociological Theory.** The development of sociological theory in America. Such authors as Ward, Giddings, Cooley, Veblen, McIver, and W. I. Thomas will be considered.

*Half course*, second semester, by arrangement.

MR. DAVIS]

**33. Research Work in Sociology.** Capable students who offer acceptable proof of ability to work by themselves under guidance of the department, will be encouraged to do so. Credit granted upon the basis of work done. Research, readings and frequent consultations according to individual needs.

Hours individually arranged, through the year.

MR. DAVIS

## DEPARTMENT OF EDUCATION

ASSOCIATE PROFESSOR JONES. VISITING PROFESSOR BRUBACHER (1936-37).

With the cooperation of: PRESIDENT ATWOOD, PROFESSOR CHURCHMAN, ASSOCIATE PROFESSOR ILLINGWORTH, and ASSISTANT PROFESSOR DAVIS.

## GENERAL STATEMENT

In 1936 the Trustees of the University voted to establish a Department of Education designed primarily to offer work leading to the degree of Master of Arts in Education.

It has become increasingly evident that candidates for the bachelor's degree who include a few courses in Education in their undergraduate programs are not being adequately prepared to meet the demands for scholarly and professional training required by the better school systems. The Department of Education has been established with the aim of providing a fifth year of well organized professional work for students who are interested in preparing for educational work, particularly at the secondary school level. A limited number of courses will be open to juniors and seniors in the undergraduate division upon the consent of the instructor, but the Department recommends that undergraduate students concentrate upon the subject matter fields in which they desire to teach, reserving for the fifth year the professional work in the theory and practice of Education.

The requirements for the degree of Master of Arts in Education cannot be adequately stated in terms of courses to be taken, because the evaluation of the work of each student will be made on the basis of achievement rather than on the basis of courses completed. However the minimum essentials in terms of course requirements are outlined below.

## UNDERGRADUATE WORK

Properly qualified students of the junior and senior classes may, upon the approval of the instructor, register for any of the courses offered by the Department which are designated by a number beginning with the figure 2.

In keeping with the general plan to offer in five years a well rounded program of teacher training with emphasis on the professional aspects of the training in the fifth year, *an undergraduate major in Education is not offered.*

## GRADUATE WORK

The rules and regulations stated in the current catalogue (See "Graduate Division"—"Rules and Regulations") as applicable to the degree of Master of Arts also govern the degree of Master of Arts in Education with the following changes and additions:

*Course requirements*—The student will be expected to elect one of the following groups of studies as the field in which he wishes to teach:

- (a) Mathematics and natural sciences
- (b) History and other social sciences
- (c) Ancient and modern foreign languages
- (d) English, alone or in combination with some related subject.

Prior to receiving the degree, the candidate must have completed not less than 5 year-courses in one of the above groups, or in a combination of groups approved by the Department of Education. At least one year-course of the five must be taken during residence for the advanced degree and must be passed with a grade satisfactory for graduate credit. In addition to the above requirement in the subject-matter field, sixteen semester hours of graduate work in Education will normally be required of the candidate during residence. The program of courses to yield these sixteen hours must be approved in advance by the department. Changes in the proportion of Education and subject-matter courses may be made by the department on the basis of the candidate's previous training. Work, additional to the above requirements, either in the subject-matter field or in Education, or both, may be required if this seems necessary for the adequate preparation of the candidate.

*Thesis*—The candidate must present a "thesis," or "special report," in which he demonstrates not only his grasp of the subject-matter which he plans to teach but also a mastery of the educational principles necessary for such teaching. The thesis will be adapted to the vocational needs of the candidate and will not be regarded as an index of his capacity for research. In this respect it will differ somewhat from the thesis required of candidates for the degree of Master of Arts in other fields.

## COURSES IN EDUCATION

**201a. (Psychology 201a.) Educational Psychology.** A study of psychology as it bears upon the problem of Education.

*Two hours, first semester. F., 4-6.*

MR. JONES

**202b. (Psychology 202b) Individual Differences and Educational Adjustments.** The course will include a study of the bright, the dull, the psychoneurotic, and the delinquent child. School discipline will also be considered.

*Two hours*, second semester. F., 4-6.

MR. JONES

**203a. Philosophy of Education.** (Formerly Education 17) A survey of the philosophy of education as it bears upon modern trends and developments in teaching and school administration.

*Two hours*, first semester. Tu., 4-6.

MR. BRUBACHER

**204b. The Teaching of Modern Languages.** A study of the major problems in the teaching of French. Incidental references will be made to German and Spanish. Prerequisite, third-year college French or German course, taken previously or at the same time.

*Half course*, second semester. Tu., 12; W., 4-6. MR. CHURCHMAN

**205a. The Teaching of English.** Methods of teaching poetry, drama, novel, short story, oral and written composition.

*Two hours*, first semester. M., 4-6.

MR. ILLINGWORTH

**Sociology 27a. Educational Sociology.** A study of Education (organized and unorganized) and intellectual leadership in their relationships to politics, government, the family, religion, patriotism, business cycles and other socio-economic phenomena. Education in the United States as it is and as it may be, will receive particular attention.

*Two hours*, first semester. M., 4-6.

MR. DAVIS

#### PRIMARILY FOR GRADUATE STUDENTS

**308a. Principles of Secondary Education.** A survey of the aims, responsibilities, and general methods in secondary education.

*Two hours*, first semester. Th., 4-6.

MR. JONES

**309b. History of Education and Comparative Education.** A historical and comparative survey of the educational theories and systems in England, Germany, France, and the United States. Special attention will be given to those problems and policies at home and abroad which have had greatest significance for modern education.

*Two hours*, second semester. Tu., 4-6.

MR. BRUBACHER

**310a. (Psychology 310a) Education for Character and Citizenship.** A survey and critical evaluation of the experimental evidence in the field and its application to character and citizenship training in junior and senior high schools.

*Two hours*, first semester. S., 11-1.

MR. JONES

**311b. (Psychology 311b) Educational Guidance.** A survey of the main points of view and techniques of educational diagnosis and guidance in the junior and senior high school.

*Two hours, second semester. S., 11-1.*

MR. JONES

**313a. (Psychology 313a) Advanced Educational Psychology: Group Methods of Experimentation.** The purpose of the course will be primarily to give practice in the most valuable statistical methods for educational and psychological experimentation.

*Two hours, first semester. W., 4-6.*

MR. JONES

**314b. (Psychology 314b) Advanced Educational Psychology: Tests and Measurements.** A systematic and critical survey of psychological and educational tests. Both theoretical and applied aspects of testing will receive consideration.

*Two hours, second semester. Th., 4-6.*

MR. JONES

**315a. Apprenticeship Teaching.** An informal course consisting of extensive apprenticeship work in the field or fields in which the student plans to teach. Individual supervision to be given by critic teachers in cooperating schools.

*Two hours. Time to be arranged individually with each student.*

CRITIC TEACHERS AND MR. JONES

**316b. Geography in Education.** A critical examination of the objectives in teaching geography at the various stages in elementary and high schools as well as in teacher-training institutions and liberal arts colleges. The contribution which geography should make in the study of history, economics, social problems, current events, and international relations. Some attention will be given to the selection and organization of material and the technique of classroom procedure. Prerequisite of 12 semester hours of college work in geography or its equivalent.

*Two hours, second semester. Tu., 4:20-6.*

MR. ATWOOD, SR.

## DEPARTMENT OF ENGLISH

PROFESSOR AMES, PROFESSOR DODD, ASSOCIATE PROFESSOR  
ILLINGWORTH, MR. HOOVER

English 11 is required of all freshmen. Those who complete the first semester of English 11 with a grade of A— or better may substitute for the second semester of English 11 any second semester course in English literature or composition which is elective for sophomores.

A major in English consists of seven courses including English 13, 15 and 111. Four or five of the seven courses must be in English literature or composition and the remaining courses must be in subjects related to English literature. English 11 may not be counted as a part of a major in English.

A student intending to major in English will be advised by the department in regard to his choice of courses in the major subject and related fields.

### THE PRENTISS CHENEY HOYT PRIZE IN POETRY

A prize of fifteen dollars is awarded annually by the Department of English for the best poem by an undergraduate. This is the interest on a fund established by the alumni as a memorial to Prentiss Cheney Hoyt, Professor of English at Clark University from 1909 to 1920.

## COURSES IN ENGLISH

### 1. PRIMARILY FOR UNDERGRADUATES

**11. English Composition.** The aim of the course is to improve expression in writing and to increase appreciation of literature through weekly practice in writing, particularly in expository writing, and through collateral reading.

Required of freshmen.

Through the year. Tu. Th. S., 11.

MR. ILLINGWORTH AND MR. HOOVER

**12a. Public Speaking.** A course in the composition and delivery of speeches and practice in impromptu speaking. The aim of the course is to train the student to think logically and to speak simply and effectively when on his feet.

Open to freshmen.

*Half course*, first semester. Tu. Th. S., 9. MR. ILLINGWORTH

**[143b. Argumentation and Debate.** A systematic study of the principles and practice of argumentation.

*Half course*, second semester. M. W. F., 9. MR. ILLINGWORTH]

**142b. The English Novel.** A study of the novel from the beginning of the twentieth century to and including the present year.

Open to freshmen.

*Half course*, second semester. Tu. Th. S., 8. MR. ILLINGWORTH

**145a. Stagecraft.**

Open to freshmen.

*Half course*, first semester.

MR. ILLINGWORTH

**13a. Shakespeare.** A general survey of Shakespeare's works, including the reading and class discussion of ten plays. Elective for juniors and seniors.

*Half course*, first semester. M. W. F., 10.

MR. AMES

[**15. A Survey of English Literature.** A course in English literature from its beginning to the end of the eighteenth century. Elective for juniors and seniors.

Through the year. M. W. F., 10.

MR. AMES]

**16a. English Composition.** Open to students who have attained high standing in English 11.

*Half course*, first semester. W. F., 12.

MR. AMES

**18b. The Bible as Literature.** Elective for juniors and seniors.

*Half course*, second semester. M. W. F., 10.

MR. AMES

**110b. Nineteenth Century Poetry.** A study of English poetry from Tennyson to Masfield. Elective for juniors and seniors.

*Half course*, second semester. Tu. Th. S., 11.

MR. AMES

**111. American Literature.** Readings in American Literature, from the Colonial period to the present day. The course may be elected for the year or for the first semester only. Elective for juniors and seniors.

Through the year. Tu. Th. S., 10.

MR. AMES

**112a. Nineteenth Century Prose.** English essayists from Lamb to Stevenson. Elective for juniors and seniors.

*Half course*, first semester. Tu. Th. S., 11.

MR. AMES

**113a. English Drama.** From the mysteries and moralities to Barrie, Shaw and Galsworthy.

Open to freshmen.

*Half course*, first semester. M. W. F., 9.

MR. DODD

[**114a. Elizabethan Drama.** The plays by Shakespeare's distinguished contemporaries and his successors of the Restoration.

*Half course*, first semester. Tu. Th. S., 9.

MR. DODD]

**121a. Biography and Letters.** The biography, autobiography and correspondence of distinguished authors, painters and sculptors, from the eighteenth century to the present. This course is open only to upper classmen who are proficient in English.

*Half course*, first semester. Tu. Th. S., 9.

MR. DODD

**122b. Modern Poetry.** A study, in representative contemporary poets, of the new tendencies in verse. Opportunity is afforded for original verse composition. Open only to upper classmen who are proficient in English.

*Half course*, second semester. M. W. F., 10. MR. DODD

**[124b. American Drama.** A study of the American drama from colonial times to the present.

Open to freshmen.

*Half course*, second semester. M. W. F., 10. MR. DODD]

**[125b. The Short Story.** Representative short stories in English and American literature.

Open to freshmen.

*Half course*, second semester. M. W. F., 9. MR. DODD]

**126b. Modern Continental Drama.** A companion course to Modern English Drama.

*Half course*, second semester. M. W. F., 9. MR. DODD

## DEPARTMENT OF GEOGRAPHY

A complete statement of the aims and the scope of the offerings in geography will be found in the announcement of the Graduate School of Geography.

## DEPARTMENT OF GEOLOGY

PROFESSOR LITTLE

### 1. PRIMARILY FOR UNDERGRADUATES

**12. General Geology.** A study of the origin of scenery, the classification of rocks, the structure of the earth, the geography of the past, and the evolution of life. Three recitations and one laboratory period or field trip weekly. (The laboratory period will be utilized in the manner deemed most advantageous by the instructor.) Attendance on one out-of-town field trip lasting two days or more is required.

Indivisible course.

Through the year. M. W. F., 8; Th., 2. MR. LITTLE

*The following courses are offered occasionally on special request of four or more students.*

**[121b. Crystallography, Mineralogy, and Blowpipe Analysis.** An elementary course on the identification of minerals by their geometrical, physical and chemical properties. Two class meetings

and one laboratory period weekly. General geology is not a prerequisite for this course.

*Half course, second semester.*

MR. LITTLE]

[122b. **Economic Geology.** A study of the origin of the deposits of useful minerals and a discussion of their more important occurrences throughout the world. Elementary chemistry and geology provide a desirable preparation for this course. Two class meetings and one laboratory period weekly. Geology 121 is a prerequisite.

*Half course, second semester.*

MR. LITTLE]

## DEPARTMENT OF GERMAN

ASSOCIATE PROFESSOR BOSSHARD, ASSISTANT PROFESSOR JANTZ

The Department of German provides courses for the fulfillment of the general requirement in foreign languages as well as for the completion of a major in German. The courses numbered 11, 12, 13 form a regular sequence leading up to a good reading knowledge. German 131, "Practice in Speaking and Writing German," is a course preparing especially for advanced work in literature, and for teaching. Credit will be given for only one of the two courses: German 13 and 131. Courses designated as "advanced courses in literature," numbered 141, or higher, have as a prerequisite: German 131, or an achievement test in reading, writing and oral use of the language. Students taking the regular third year course, German 13, will find themselves sufficiently prepared for advanced courses, if they do superior work. A major in German consists of seven courses, including four or five in the department of German and others approved by the department.

## COURSES IN GERMAN

### ELEMENTARY COURSES

**11. Elementary German.** (Two *independent* sections.) Vocabulary drill, pronunciation and grammar; composition, reading of easy prose.

Indivisible course. Open to freshmen.

Through the year. M. W. F., 8 and 9.

MR. BOSSHARD

**12. Second Year German.** Reading, thorough review of grammar essentials, exercises in composition. Prerequisite: German 11.

Open to freshmen.

Through the year. Two sections, Tu. Th. S., 9 and 12.

MR. JANTZ

**13. Third Year German.** Extensive reading, chiefly in modern literature, grammar review, composition. Prerequisite: German 12.

Open to freshmen.

Through the year. Tu., Th., S., 8.

MR. JANTZ

**131. Practice in Speaking and Writing.** Extensive reading of modern German literature; speaking and writing. After the month of October the course is conducted in German. Prerequisite: Satisfactory work in German 12.

Open to freshmen.

Through the year. Tu. Th. S., 11, first semester; M, 2-4, F, 12-1, second semester

MR. BOSSHARD

**[14 and 141. Introduction to German Culture.** An illustrated lecture course on the cultural development of the German speaking peoples: on their history, folk lore, art, music, and literature. The regular weekly lectures will take place at the Worcester Art Museum, and will be supplemented by the illustrative material available there: books, color prints, photographs, and phonograph records. In addition the Museum will provide four to six current German sound films and selected shorter films. For college students there will be an additional class meeting once a week at the University, in two sections: (1) for students desiring to take the course for credit in Division B (Social Science), in which case all the reading and reports will be in English and credit will not be given in Division C (foreign language). Students in this section will be registered in German 14; (2) for students with adequate background in German (three years or the equivalent) desiring to take the course for language credit, in which case a large part of the reading will be in German. Students in this section will be registered in German 141.

Through the year. At the Art Museum. Tu., 4:15-5:55; additional hour to be arranged.

MR. JANTZ AND MR. BOSSHARD

#### ADVANCED COURSES IN LITERATURE

**[141. Introduction to German Culture.** See statement under 14 and 141 above.]

**151a. Classical and Nineteenth Century German Drama.** Reading and discussion of select plays of Lessing, Goethe, Schiller, Kleist, Hebbel, Wagner, Hauptmann, and others.

*Half course*, first semester. T. Th. S., 11.

MR. JANTZ

**[152. The German Novel of the Nineteenth and Twentieth Centuries.** Select novels, and novellen from the Romantic period to the present.

Through the year.

MR. JANTZ]

[153. **Contemporary German Literature.** Lectures, readings. In the first semester the course will be conducted largely in English, but in the second in German.

Through the year. M. W. F., 11. MR. BOSSHARD]

161a. **Lyric Poetry.** A survey of representative German lyric poetry.

*Half course*, first semester. M. 2, and F., 12. MR. BOSSHARD

162b. **Goethe's Faust.** A study of this Drama, its message, and of the poet's own development and the evolution of the literary and philosophic currents of his time.

*Half course*, second semester. T. Th. S., 11. MR. BOSSHARD

[17. **Survey of German Literature.** Lectures, readings, and assigned topics in German literature from the beginnings to the present, against a background of Germany's historical development.

Through the year. Tu. Th. S., 11. MR. JANTZ]

181. **Advanced Studies in Goethe's Faust.** Mr. Bosshard is ready to direct competent students who propose plans for special studies in Goethe's Faust. Prerequisite: 162b.

MR. BOSSHARD

[182. **Advanced Reading in German Philosophy.** A brief general introduction to philosophy in general. Reading chiefly of modern German philosophers. Offered each year to qualified students as a private conference course.

Through the year. MR. BOSSHARD]

19. **Seminar for Honor Students.** W. F., 11.

MR. BOSSHARD AND MR. JANTZ

#### COMPARATIVE LITERATURE

142. **European Classics in Translation.** A seminar course of limited enrollment open to qualified upperclassmen with the consent of the instructor. A few works are studied carefully and in their entirety. They include Dante's *Divine Comedy*, Montaigne's *Essays* (large selection), Cervantes *Don Quixote*, Moliere's *Comedies*, and Goethe's *Faust*. This course fulfills the requirement in art, music and literature. It is not accepted toward the fulfillment of the requirement in foreign language.

Through the year. M., evenings, 8-10, extra conference hour to be arranged.

MR. JANTZ

## DEPARTMENT OF HISTORY AND INTERNATIONAL RELATIONS

PROFESSOR BLAKESLEE, ASSOCIATE PROFESSOR LEE, ASSOCIATE  
PROFESSOR JORDAN, ASSISTANT PROFESSOR BILLINGTON

### UNDERGRADUATE WORK

The aim of the department in its undergraduate work is to give in its several courses a broad knowledge of the more significant aspects of the growth of the leading countries of the world. This includes the study not only of the important facts, but more especially of the processes of development in government, diplomacy, society, business, religion, science, and education.

History 11, primarily for freshmen, is open to members of all classes and is prerequisite for all other courses taken by those majoring in this department. Students who wish merely to fulfill the college requirement in "Division B" or those majoring in allied fields who wish to take one or more courses in this department to satisfy their "major" requirements, may, *after the freshman year*, elect any other course whose number begins with (1) without having previously taken History 11. Students who have taken one course in the department and who wish to elect a second course whose number begins with (2) as part of a major in a related department, may do so with the consent of the instructor.

### GRADUATE WORK

The distinctive feature of the graduate work is the emphasis it places upon the various aspects of international relations. Without neglecting investigation in the economic, political, and social life of preceding centuries, it stresses the study of the problems and the difficulties constantly arising in the international relations and diplomacy of the family of states. The field includes not only the United States and the nations of Europe, but also the newer and rapidly developing states of Asia, Latin America, and Africa.

### THE DOCTORATE

The various courses offered in the department are so arranged, in cycles of two or three years, that students working for their doctorate will be enabled to secure a full program each year.

A feature of the method of instruction in the department is the

frequent informal conferences between instructor and student, and the Seminar method in many of the courses.

The following courses in related departments may advantageously be taken to supplement major work in the Department of History and International Relations: Geography of North America; Political Geography; Geographic Aspects of United States Foreign Trade; General Principles of Human Geography; Geography of Europe; Geography of Caribbean America; Geography of South America; Economic History; International Economic Policies.

#### GOVERNMENT AND POLITICAL SCIENCE

The following courses, given in the Department of History and International Relations, are frequently listed under a separate Department of Government and Political Science.

**History 12. European and American Governments.**

**History 18. A Survey of International Relations.**

**History 231. International Law.**

**History 205. History of Political Thought.**

**History 30. Problems in International Relations.**

**History 33. Foreign Relations of the United States.**

**History 313. Constitutional History of the United States.**

#### COURSES IN HISTORY AND INTERNATIONAL RELATIONS

##### 1. PRIMARILY FOR UNDERGRADUATES

**11. Introduction to the History of Europe.** The course covers the period from the fall of Rome to the present time, and serves as a general introduction to further historical study. Indivisible course.

Open to freshmen. See departmental announcement above.

Through the year. Tu. Th. S., 10.

MR. LEE

**12. European and American Governments.** The first semester will give a description of the leading Governmental systems of Europe; the second will deal with the Government and politics of the United States.

Through the year. A divisible course. Tu. Th. S., 11.

To be omitted in 1937-38.

MR. LEE AND MR. BILLINGTON

[15. **History of England.** A general course forming a background for American history and an introduction to an understanding of Britain's place in the present world. Lectures, text-book, collateral reading and quizzes.

Through the year. M. W. F., 10.

MR. JORDAN]

To be offered in 1937-38.

17. **American History Since 1783.** After a brief survey of the American Revolution, the course will treat carefully the period since 1783. Divisible only in special cases with the approval of the department.

Through the year. Tu. Th. S., 9.

MR. BILLINGTON

18. **A Survey of International Relations.** A general survey of the whole field of international relations which will furnish a foundation for further and more specialized work.

Through the year. M. W. F., 9.

MR. BLAKESLEE

## 2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES

[20. **Europe Since 1848.** The internal and external development of the major European nations with special emphasis on the period from 1870 to the present. History 15 in addition to History 11 desirable as a prerequisite.

Through the year. Tu. Th. S., 11.

MR. LEE]

To be offered in 1937-38.

22. **The Pacific and the Far East.** The course deals especially with China, Japan, Russia in Asia, and the islands of the Pacific.

Through the year. M. W. F., 10.

MR. BLAKESLEE

[231. **International Law.** A general course adapted for advanced students who will do a large amount of outside reading.

Through the year. M. W. F., 10.

MR. BLAKESLEE]

To be offered in 1937-38.

[24b. **Modern France.** The course, beginning with the period of the Renaissance, surveys with greater detail than is possible in History 11 the history of France to 1815.

*Half course*, second semester. Tu., 3-5 and a third hour to be arranged.

MR. LEE]

[25b. **British India.** A survey of European rivalry in India, the work of the East India Company, the development of administration by the crown, and recent developments toward self-government.

*Half course*, second semester. W., 3-5 and a third hour to be arranged.

MR. JORDAN]

**26. England Since 1760.** A general course, stressing the political, economic and social development of the modern commonwealth. Through the year. M. W. F., 9. MR. JORDAN  
To be omitted in 1937-38.

**[27. Latin America.** A survey of the history of the various Latin American countries with emphasis upon the relations with the United States.

Through the year. MR. BLAKESLEE]

**28. History of the British Empire.** Most of the course will deal with developments and problems since 1870.

Through the year. M. W. F., 11. MR. JORDAN

To be omitted in 1937-38.

**29b. Russia.** The aim of this course is to present Russian internal development from the origin of the Kievan state to the present time with special emphasis on the revolution of 1917 and the Soviet régime since that date.

*Half course*, second semester. Tu. Th. S., 12. MR. LEE

To be omitted in 1937-38.

**[201. Social and Intellectual History of the United States.** The evolution of American life from the Revolution to the present day, with emphasis upon the social customs, economic influences, racial contributions, religious beliefs, and humanitarian movements.

Through the year. Tu. Th. S., 10. MR. BILLINGTON]

To be offered in 1937-38.

**[205. History of Political Thought.** An historical course, in which the development of thought is stressed rather than the theories of individual writers.

Through the year. M. W. F., 11. MR. JORDAN]

To be offered in 1937-38.

**241a. The United States Since 1876.** A synthesis of the political, social and economic forces in the development of the United States since reconstruction. Prerequisite, History 17 or its equivalent.

*Half course*, first semester. Tu. Th. S., 10. MR. BILLINGTON

To be omitted in 1937-38.

**[242. American Colonial History to 1789.** The European background of American history, the colonial period, and the American Revolution. Prerequisite, History 17 or its equivalent.

Through the year. Tu. Th. S., 10. MR. BILLINGTON]

## 3. PRIMARILY FOR GRADUATE STUDENTS

[30. **Problems in International Relations.** An intensive study of present outstanding problems, especially those which involve the policies, interests, and obligations of the United States.

*Two hours, through the year.* M., 3-5. MR. BLAKESLEE]

[32. **Recent International Relations of the United States.** A lecture and research course covering the period from the Civil War to the present.

*Two hours, through the year.* MR. BLAKESLEE]

33. **Foreign Relations of the United States.** The history of the foreign relations of the United States from 1783 to the present.

*Two hours, through the year.* M., 3-5. MR. BLAKESLEE

[305b. **Topics in the History of Political Thought.** A study of selected men and movements of the nineteenth and twentieth centuries.

*Two hours, second semester.* W., 3-5. MR. JORDAN]

[313. **Constitutional History of the United States.** The Constitution is treated as a growing organism, responsive to the changing political, social and economic conditions of the country.

*Two hours, through the year.* Tu., 3-5. MR. BILLINGTON]

320. **England Since 1830.** Students will be expected to read widely and to undertake a small amount of individual research.

*Two hours, through the year.* W., 3-5. MR. JORDAN

[35a. **Tudor and Stuart England.** A survey, for mature students, of the period from 1485 to 1688.

*Two hours, first semester.* W., 3-5. MR. JORDAN]

[322a. **Selected Topics in Recent British History.** Aspects of the period since 1815 will be dealt with but the ground covered will change somewhat from year to year.

*Two hours, first semester.* W., 3-5. MR. JORDAN]

331. **European International Relations Since 1870.** A study of the diplomatic history of Europe from the Congress of Berlin to the Locarno agreements, 1925.

*Two hours, through the year.* Th., 3-5. MR. LEE

[333. **Topics in the Recent and Contemporary History of Continental Europe.** The course will consist chiefly of research by the individual student in problems confronting the European countries at the present day.

*Two hours, through the year.* Th., 3-5. MR. LEE]

[38a. **Post-War Europe.** The emphasis in this course is upon international affairs affecting the European powers since 1918, although some attention is paid to internal developments in the more important states.

*Two hours, through the year. Th., 3-5.*

MR. LEE]

342. **The Influence of Westward Expansion in American Development.** The westward movement from colonial times to the passing of the frontier will be discussed in detail.

*Two hours, through the year. Tu., 3-5.*

MR. BILLINGTON

351. **Research in the International Relations of the United States.**

MR. BLAKESLEE

352. **Research in the International Relations of the Pacific and the Far East.**

MR. BLAKESLEE

353. **Research in the History and International Relations of the British Empire.**

MR. JORDAN

354. **Research in the History and International Relations of Continental Europe.**

MR. LEE

355. **Research in the History of the United States.**

MR. BILLINGTON

37. **Research in the Diplomacy of the Far East Since 1900.**

*Two hours, through the year. M., 3-5.*

MR. BLAKESLEE

36. **Seminar.** The students in the department meet each week to study particular topics in international relations and to consider the results of investigation carried on in the department.

*Weekly, through the year. Tu., 7:45.*

MESSRS. BLAKESLEE, LEE, JORDAN, AND BILLINGTON

## MATHEMATICS

See announcement of the Department of Physics and Mathematics.

## DEPARTMENT OF PHYSICS AND MATHEMATICS\*

PROFESSOR GODDARD,† ASSOCIATE PROFESSOR MELVILLE, ASSOCIATE

PROFESSOR ROOPE, ASSISTANT PROFESSOR JORGENSEN

## UNDERGRADUATE WORK IN PHYSICS

The aim of the undergraduate work in physics is to give to students a knowledge of the principles which are at the basis of modern applications of science to human affairs. It is deemed equally desirable to impart a knowledge of the methods and results of modern physics which are influencing so profoundly our fundamental concepts and without which no one may hope to be considered liberally educated. The department aims also to fit students with professional preparations for chemistry, meteorology and allied sciences, medicine, engineering and science teaching, as well as for professional or graduate work in physics.

Students should note that Physics 11 is a prerequisite for all other courses in physics here listed; also, that courses numbered 15 or higher require the use of "calculus" and should not be elected without consulting the instructor in charge.

## GRADUATE WORK IN PHYSICS

The department is prepared to accept candidates (in physics only) for the degrees of Doctor of Philosophy and of Master of Arts. Emphasis is placed not only upon mathematical physics but also upon the completion of an original research problem for which work the laboratories and library provide unusual facilities.

Graduate students in physics whose minor is in mathematics may arrange for a special course in applied mathematics based, for the degree of Master of Arts, on Mellor's *Higher Mathematics for Students of Chemistry and Physics*.

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\*Since September, 1933, the Department of Mathematics has been combined with the Department of Physics, with Professor Goddard as chairman of the combined departments.

†Absent on leave, 1936-37.

## UNDERGRADUATE WORK IN MATHEMATICS

Courses in mathematics are offered at the undergraduate level only. Freshman mathematics is offered in two courses; one for those who expect to "major" in physics, chemistry or biology; the other for those who expect to "major" in mathematics or who choose the course as an elective. A second year of general mathematics is offered to those who complete either of the freshman courses. In addition, Mr. Melville offers such advanced courses, or courses in pure or applied mathematics, as may be required from time to time, depending on the interests of the students.

## COURSES IN PHYSICS

## 1. PRIMARILY FOR UNDERGRADUATES

**11. General Physics.** During the first semester, the work covers mechanics and heat, and during the second semester, electricity and magnetism, wave motion, sound, and light. The textbook is Duff's *General Physics*. Mathematics 110 or 111 is advised, but not required. Indivisible course.

Open to freshmen.

Through the year. M. W. F., 10; W. or Th. 2. MR. ROOPE

**[13. History of Physics.** A conference course on the history of the various branches of Physics. This course is not accepted as part of a *major* or a *minor*. Prerequisite, Physics 11.

Through the year. MR. GODDARD]

**14. Mechanical and Electrical Measurements.** During the first semester this course consists of electrical measurements with advanced problems in optics. In the second semester the course consists of laboratory exercises in dynamics, followed by advanced problems in heat.

Through the year. Tu. W. F., 2. MR. JORGENSEN

**15a. Thermodynamics.** This course includes a study of the thermal properties of the solid, liquid, and gaseous states, the laws of thermodynamics, and the theory of heat engines. Prerequisite, Physics 11.

Half course, first semester. M. W. F., 9. MR. ROOPE

**15b. Optics.** Geometrical and physical optics including work in practical photography. The textbook is Houston, *A Treatise on Light*. Prerequisite, Physics 11.

Half course, second semester. M. W. F., 9. MR. ROOPE

**17. Introduction to Modern Physics.** An elementary treatment of physical experiment and theory of the past fifty years, including the more recent atomic and nuclear developments.

Through the year. M. W. F., 10.

MR. JORGENSEN

## 2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES

**22. Theoretical Mechanics.** This course is a systematic presentation of theory together with the solution of problems. The textbook is Crew and Smith, *Mechanics for Students of Physics and Engineering*. Mathematics 12 must be taken before or with this course.

Through the year.

MR. ROOPE

**23. Theory of Electricity and Magnetism.** This course treats the general principles of dynamo and motor design, high-frequency phenomena and the electron theory of matter. The prerequisites are Physics 11 and Mathematics 110 or 111; Mathematics 12 must be taken before or with this course. A knowledge of differential equations is desirable. The textbook is Starling's *Electricity and Magnetism*.

Through the year. M. W. F., 8.

MR. ROOPE

**[27. Preliminary Mathematical Physics.** This course involves reading on specially assigned topics. The object is to provide a comprehensive background for advanced work in physics. Open to undergraduate majors in physics.

Through the year.

MR. ROOPE]

**[28a. Laboratory Methods.** A course in the methods of preparing and presenting the results of experiments and the preparation by each student of a report on at least one assigned topic that involves reference tables and literature. Prerequisite, Physics 11.

*Half course*, first semester. M. W. F., 10.

MR. ROOPE]

**216. Seminar.** Open to all physics students. Occasional meetings. No credit.

THE STAFF OF THE DEPARTMENT

## 3. PRIMARILY FOR GRADUATE STUDENTS

**34. Advanced Mechanics.** This course includes vector analysis, the equations of Lagrange and Hamilton, the methods of Hamilton and Jacobi, and Newtonian and logarithmic potential functions together with a discussion of applications to various branches of physics.

*Three hours*, through the year. M. W. F., 11. MR. JORGENSEN

**35. Advanced Electricity and Magnetism.** The theory of electricity and magnetism is treated from the classical and the modern viewpoints.

*Three hours, through the year.* Tu. Th. S., 11. MR. ROOPE

**[36. The Partial Differential Equations of Mathematical Physics.** Included in this course are vector analysis, the methods of Cauchy and Fourier, developments in series, the methods of Green and Riemann-Volterra, normal functions, and integral equations.

*Two hours, through the year.* MR. GODDARD]

**37. Research Work in Physics.** Research work on an original problem in physics. Required of candidates for the master's degree.

MR. ROOPE

**[311. Methods of Mathematical Physics.**

*Three hours, through the year.* MR. GODDARD]

**[312. Theory of Elasticity and Dynamics of Fluids.**

*Three hours, through the year.* MR. GODDARD]

**[313. X-Rays.**

*Three hours, through the year.* MR. ROOPE]

**314. Tensor Calculus with Applications in Physics.**

*Three hours, through the year.* T. Th. S., 10. MR. ROOPE

**[315. Research Work in Physics.** Research work on an original problem in physics. Required of candidates for the degree of Doctor of Philosophy.

MR. GODDARD]

**[316. Seminar and Research Conference.** A seminar on modern theories of physics, together with conferences on current literature and on the researches in progress.

*Once a week, through the year.* W., 4-6.

THE STAFF OF THE DEPARTMENT]

**[317. Selected Topics in Modern Physics.**

*Three hours, through the year.* F., 2-5.]

**[318. Relativity and Wave Mechanics.**

*Three hours, through the year.* M., 2-5. MR. ROOPE]

## COURSES IN MATHEMATICS

*Note: Beginning with the class of 1939, only freshmen or sophomores may elect Mathematics 110 or 111 for full credit. Juniors or seniors who complete the work of either of these courses will receive credit for two-thirds of a course.*

**110. General Mathematics.** For students who do not intend to "major" in physics, chemistry or biology. Algebra, trigonometry, graphics, simple differentiation and integration. Text, Griffin, *Introduction to Mathematical Analysis*.

Open to freshmen.

Through the year. Tu. Th. S., 8.

MR. MELVILLE

**111. General Mathematics.** For students who intend to "major" in physics, chemistry or biology. Text, Griffin, *Introduction to Mathematical Analysis*.

Open to freshmen.

Through the year. M. W. F., 8.

MR. JORGENSEN

**12. Second Year Course.** Analytical Geometry, Differential and Integral Calculus. Continuation of Mathematics 110. Text, Griffin, *Introduction to Mathematical Analysis*.

Through the year. M. W. F., 8.

MR. MELVILLE

**13. Advanced Calculus and Analytical Geometry.**

Through the year. Tu. Th. S., 12.

MR. MELVILLE

**14. Selected Topics from Analysis and Geometry.**

Tu. Th. S., 11.

MR. MELVILLE

[113a. **The Mathematics of Statistics.** The mathematical foundations of the formulas and measures of elementary statistical procedure. *Half course*, first semester.

MR. MELVILLE]

[118a. **Elementary Surveying.** Text, Raymond, *Plane Surveying*. *Half course*, first semester.

MR. MELVILLE]

[15a. **Advanced Algebra and Theory of Equations.**

*Half course*, first semester. Tu. Th. S., 10.

MR. MELVILLE]

[16b. **Selected Topics in Analytical Geometry in Two and Three Dimensions.**

*Half course*, second semester. Tu. Th. S., 10.

MR. MELVILLE]

## DEPARTMENT OF PSYCHOLOGY

ASSOCIATE PROFESSOR JONES AND VISITING PROFESSOR MCGEOCH

*Beginning September 1937*

ASSOCIATE PROFESSORS JONES AND DENNIS, ASSISTANT PROFESSOR BROWN.

*With the cooperation of PROFESSOR HOAGLAND AND ASSISTANT PROFESSOR PROSSER of the Department of Biology.*

## LABORATORY FACILITIES

The psychological laboratories at Clark University were established by G. Stanley Hall immediately after the founding of the university, and constituted the first adequately appointed laboratories in this field in America. These laboratories, under the direction of Edmund C. Sanford and John W. Baird, increased rapidly in size and in research possibilities. The university provides an annual appropriation sufficient for the purchase and manufacture of any apparatus that may be required for general and special investigations.

## UNDERGRADUATE WORK

The aim of the department in its undergraduate work is to give as broad a knowledge as possible of the more significant aspects of psychology. This includes courses leading to graduate work in psychology and also courses involving the application of psychological principles to education.

Students majoring in the department will be divided into three groups: first, those who plan to do graduate work in psychology, second, those interested in general psychology but not contemplating graduate work at Clark University, and third, those interested in educational psychology and education. The requirements for each of these classes are somewhat different and all students who are interested should apply to the department for detailed requirements.

## GRADUATE WORK

*Courses.* Students who come well prepared for beginning graduate work, i.e., with adequate training in elementary psychology supplemented by satisfactory training in allied fields may expect to devote nearly all their time during the first year to advanced course-work. Such students will need to devote about half their time to course-work during their second year, and may expect to give the major part of their time to research after the second year.

*Degrees.* The general University requirements for the master's degree appear elsewhere in this catalogue. The department will supplement these requirements in individual cases where it seems wise to do so. Students planning to become candidates for the master's degree should confer with members of the staff as early as possible in order that a suitable thesis subject may be determined upon.

Only graduate students with superior records are encouraged to become candidates for the doctor's degree. Such candidates will be required to obtain exact information concerning all the significant methods of psychological research and to demonstrate actual ability to use one or more of these methods in an original research which will usually extend over a period of at least two years.

## COURSES IN PSYCHOLOGY

### 1. PRIMARILY FOR UNDERGRADUATES

**11. General Psychology.** A general introduction to the study of human behavior from the genetic and experimental points of view. Prerequisite sophomore standing.

Through the year. Th., 2-4 and individual conferences.

MR. MCGEOCH

To be offered in 1937-38 by Mr. Dennis and Mr. Brown at a time to be announced.

**[180. Introduction to Philosophy.** A general introduction to the history of philosophy.

Through the year.

MR. BROWN]

New course. To be offered in 1937-38.

FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES

**[200. Social Psychology.** A survey of the experimental investigations of group behavior. Some of the contributions of anthropology to the problems in this field will be reviewed. The adjustment of individuals to the demands of modern societies will also receive attention.

Through the year.

MR. DENNIS]

New course. To be offered in 1937-38.

**201a. (Education 201a) Educational Psychology.** A study of psychology as it bears upon the problem of Education.

*Two hours*, first semester. F., 4-6.

MR. JONES

**202b. (Education 202b) Individual Differences and Educational Adjustments.** The course will include a study of the bright, the dull, the psychoneurotic, and the delinquent child. School discipline will also be considered.

*Two hours*, second semester. F., 4-6.

MR. JONES

**[212. Experimental Psychology.** A general survey of experimental psychology involving detailed experience with laboratory apparatus.

Through the year.

MR. BROWN]

New course. To be offered in 1937-38.

## 3. PRIMARILY FOR GRADUATE STUDENTS

[300. **Genetic Psychology.** A study of the problems of growth and conditioning. Contributions from the fields of child behavior and comparative psychology will be considered.

Through the year.

MR. DENNIS]

New course. To be offered in 1937-38.

310a. (Education 310a.) **Education for Character and Citizenship.** A survey and critical evaluation of the experimental evidence in the field and its application to character and citizenship training in junior and senior high schools.

*Two hours*, first semester. S., 11-1.

MR. JONES

311b. (Education 311b.) **Educational Guidance.** A survey of the main points of view and techniques of educational diagnosis and guidance in the junior and senior high school.

*Two hours*, second semester. S., 11-1.

MR. JONES

313a. (Education 313a.) **Advanced Educational Psychology Group Methods of Experimentation.** The purpose of the course will be primarily to give practice in the most valuable statistical methods for educational and psychological experimentation.

*Two hours*, first semester. W., 4-6.

MR. JONES

314b. (Education 314b.) **Advanced Educational Psychology: Tests and Measurements.** A systematic and critical survey of psychological and educational tests. Both theoretical and applied aspects of testing will receive consideration.

*Two hours*, second semester. Th., 4-6.

MR. JONES

[320. **Advanced Experimental Psychology.** A study of the modern problems in the fields of sensory processes and conditioning.

Through the year

MR. BROWN]

New course. To be offered in 1937-38.

[330b. **Child Behavior, Advanced.** A detailed study of the recent researches in the field. Lectures, observations, reports of reading and research.

Second semester.

MR. DENNIS]

[350. **Research in Psychology.**

MR. JONES, MR. DENNIS AND MR. BROWN]

## DEPARTMENT OF ROMANCE LANGUAGES

PROFESSOR CHURCHMAN, ASSISTANT PROFESSOR DOUGHERTY

See the statement of the general requirement in foreign language, for all candidates for the A.B. degree in the announcement of the Undergraduate Division.

The French courses are planned with the following ends in view: French 11 and 12 are the basic language courses. To the student who has completed 12, courses 13 and 14 offer respectively an option between a continuance of general language work and a course limited to translation and literature; both may be taken. Those who wish to continue the study of literature after taking 14 will take course 114, followed by the courses in which the literature is studied intensively; those interested primarily in the study of the language will take 13 and then 17. Course 17 is especially valuable for prospective teachers of French, for whom Education 204b, The Teaching of Modern Languages, may also be of interest.

A major in Romance languages may be made up from any reasonable sequence of the courses on the level of 13 or 14 or above. French 11 and 12 and Spanish 11 may not be counted for a major without the consent of the Department.

## COURSES IN FRENCH

## 1. PRIMARILY FOR UNDERGRADUATES

**11. For Beginners.** Emphasis on reading ability. Incidental aural, oral, and written work. Indivisible course.

Open to freshmen.

Through the year. M. W. F., 11.

To be omitted in 1937-38.

MR. CHURCHMAN

**12. Intermediate.** Extensive reading, exercises in composition and pronunciation. Prerequisites, French 11 or two years of high school French. Indivisible course.

Open to freshmen.

Through the year. M. W. F., 8.

MR. DOUGHERTY

*NOTE: Courses 13 and 14 are of equal difficulty. Either may be taken upon the satisfactory completion of French 12 or three years of high school French.*

**13. Composition and Pronunciation.** The objective of this course is the correct writing, pronunciation, and aural comprehension of present-day French.

Open to freshmen, subject to the approval of the instructor.

Through the year. Tu. Th. S., 9.

MR. DOUGHERTY

**14. Readings in French Literature.** The aim of French 14 is two-fold: the attainment of facile reading ability, and a general view of modern French literature based upon a detailed study of ten works of representative authors.

Open to freshmen.

Through the year. M. W. F., 10.

MR. DOUGHERTY

**113. Introduction to French Civilization.** A selective survey of the history, art, literature, and music of France, from the Middle Ages to the present time, given in coöperation with the Worcester Art Museum. Weekly two-hour meetings at the Museum are divided between lectures and the showing and discussing of lantern slides and photographs, and, occasionally, the playing of phonograph records. A third hour weekly meeting at the College is arranged for Undergraduates. Ordinarily, it is expected that students will have completed French 14 before taking this course, inasmuch as a reading knowledge of the language is highly desirable.

French 113 may be counted in fulfillment of the general requirement in art, music and literature, but not in fulfillment of the requirement in foreign language.

Through the year. Tu., 4:15; W., 12.

MR. DOUGHERTY

Offered in alternate years. To be omitted in 1937-38.

**114. General View of French Literature.** A unified and fairly complete account of French literature from the beginning to the present time. Prerequisite, course 14.

Through the year. Tu. Th. S., 12.

MR. CHURCHMAN

*NOTE: Not more than two of the courses in literature listed below are offered each year. They are restricted to qualified students and are conducted as private conference courses, devoted to wide reading by the student along lines suggested by his own preferences but under guidance by the instructor in weekly conferences. A short thesis is required in each semester. Before undertaking any of these courses it is ordinarily assumed that the student will have successfully completed French 114 with a grade not lower than B and will have given evidence of ability to do advanced work by himself.*

**15. Literature of the Seventeenth Century.**

MR. DOUGHERTY

**115. Literature of the Middle Ages.**

MR. DOUGHERTY

**16. Literature of the Nineteenth Century.**

MR. CHURCHMAN

116. **Literature of the Sixteenth Century.** MR. CHURCHMAN

19. **Literature of the Eighteenth Century.** MR. DOUGHERTY

119. **Contemporary Literature.** MR. CHURCHMAN

17. **Phonetics, Advanced Composition and Oral Work.** Intensive linguistic work for intending teachers and other advanced students. Prerequisite, course 13.

Offered in alternate years. To be offered in 1937-38.

Through the year. M. W. F., 10. MR. CHURCHMAN]

**Education 204b. The Teaching of Modern Languages.** For description see announcement of "Department of Education."

*Half course*, second semester. Tu., 12; W., 4-6.

MR. CHURCHMAN

## COURSES IN SPANISH

### 1. PRIMARILY FOR UNDERGRADUATES

11. **Elementary.** Carefully graded reading; exercises in grammar and pronunciation. Attention is paid to the artistic and cultural achievements of Spain. Indivisible course.

Open to freshmen.

Through the year. M. W. F., 11. MR. DOUGHERTY

12. **Intermediate.** Combination of readings from Spanish literature with more advanced study of the language, oral and written. Prerequisite, course 11 or two years of high school Spanish.

Open to freshmen.

Through the year. Tu. Th. S., 10. MR. CHURCHMAN

Offered in alternate years. To be omitted in 1937-38.

## DEGREES CONFERRED

### In the Calendar Year 1936

#### BACHELOR OF ARTS

|   |                             |
|---|-----------------------------|
| Willard Granville Adams                 | Hymen Lavine                |
| Joseph Vincent Baldwin                  | Martin Lax                  |
| Carl Gustaf Berg                        | Jacob Levine                |
| Delphis Bibeau Jr.                      | (With Honors in Psychology) |
| Cyril Chandler Blaney                   | Philip John Leyden          |
| Andrew Joseph Brosnihan                 | Richard Fink Logan          |
| William Frank Butler Jr.                | Colman Lopatin              |
| Basilio Castaldi                        | Harvey Heywood MacArthur    |
| (With Honors in Physics)                | Andrew Thomas McCarron      |
| Milton Derber (With Highest Honor and   | John William Maher          |
| Honors in Economics and Sociology)      | William Joseph Maher        |
| Robert Porter Eames                     | Robert Sanford Meyer        |
| Alonzo Bruce Fairman                    | Nathan Millman              |
| Joseph Harry Feingold                   | (With Honor)                |
| Harold Mitchell Finer                   | Carl Elmer Nelson           |
| Marvin Samuel Fink                      | John Warren Nystrom         |
| William Glover Fletcher (With Honor and | Robert Shaw Ordway          |
| Honors in History and International     | Richard Clark Parmelee      |
| Relations)                              | Frank Harmon Patterson      |
| Gordon Bennett George                   | John Hewett Pierce          |
| Roger Gaillard Gifford                  | Gerard Roland Pomerat       |
| Arthur Robert Graham                    | George Howard Pride         |
| David Abraham Grodberg (With High       | Mark Stanley Richmond       |
| Honor and Honors in English)            | Robert Phillips Rochette    |
| Robert Eugene Hansen                    | Ralph Edward Rothera        |
| Lawrence Patrick Healey (With High      | Kasper Thomas Serijan       |
| Honor and Honors in Romance Lan-        | Samuel Shanbaum             |
| guages)                                 | Ralph Louis Sharrett        |
| Alfred Sawyer Hodgkins                  | Abraham Solomon             |
| Kenneth Lee Hulbert                     | Otto William Steinhilber    |
| Austin Simon Johnson (With Highest      | Kenneth Howard Stewart      |
| Honor and Honors in Romance Lan-        | Oiva Axel Terio             |
| guages)                                 | Edmund Albert Vinciguerra   |
| John Robert Keith                       | Arthur Stanley Wilder       |
| Iver Laine                              | Lincoln Roy Younquist       |
| Leo Lawrence Laskoff (With High Honor   |                             |
| and Honors in Economics and So-         |                             |
| ciology)                                |                             |

#### BACHELOR OF EDUCATION

|                           |                          |
|---------------------------|--------------------------|
| Grace Catherine Coffey    | Elizabeth Frances McHugh |
| Mary Agnes Gilgan         | Alice Maude Mellen       |
| Winnifred Cecilia Kennedy | Lelia Sugden             |
| Mary Isabel McDonald      | Anna Frances Vail        |

## MASTER OF ARTS

Robert John Anicetti  
 David Lewis Arenberg  
 Lloyd Deacon Black  
 William Biggar Brierly  
 Barbara Brown  
 Carolyn Clayton Cook  
 Herman William Domblatt  
 Norma Adams Dooley  
 Johnson Eddy Fairchild  
 William Marvin Gibson  
 Albert Philip Giraitis  
 John Paul Goulding  
 Herbert Walter Hargreaves  
 Sidney Hirsohn  
 Thomas Murray Hunter

Samuel Levenson  
 James Joseph McGrail  
 Goldie Corash Michelson  
 James Alexander Minogue  
 Charles Alfred Parmiter Jr.  
 Doris Rorden Robinson  
 Roger Wolcott Russell  
 Marion Jeanette Sears  
 Angelika Sievers  
 Lois Alyson Studley  
 Boleslaus John Syrocki  
 Lester Wendell Trueblood  
 Paul Robert Walker  
 Myer X. Zarrow

## DOCTOR OF PHILOSOPHY

Nelson Manfred Blake  
 Axel Verner Holmgren  
 Carol Young Mason  
 Lorrin Andrews Riggs

Morton Albert Rubin  
 Ilmari Fritiof Salminen  
 Katharine Allen Wells  
 Katheryne Thomas Whittemore

## SUMMARY

Bachelor of Arts  
 Bachelor of Education

|    |                      |    |
|----|----------------------|----|
| 60 | Master of Arts       | 29 |
| 8  | Doctor of Philosophy | 8  |

# REGISTER

Names of students are grouped in four lists. I, graduate students, college students, and special students in attendance during the regular academic year; II, those who attended the 1936 Summer School; III, extension students; IV, candidates for the degree of Bachelor of Education.

## I. GRADUATE STUDENTS, COLLEGE STUDENTS AND SPECIAL STUDENTS IN ATTENDANCE DURING THE REGULAR ACADEMIC YEAR

Explanation: S—scholar; F—fellow; HF—honorary fellow; numerals 36, 37, 38, and 39 are used to classify undergraduates; g—students formally admitted to the graduate division; s—special students; B—biology; Ch—chemistry; Ec—Economics and sociology; Ed—Education; En—English; G—geography; Gl—geology; Ger—German; H—history and international relations; M—mathematics; Ph—physics; Ps—psychology; RL—romance languages.

State omitted—Massachusetts; town omitted—Worcester; street names refer to streets unless otherwise indicated.

This list includes the names of all who have matriculated and registered. An asterisk (\*) indicates that the student has withdrawn from the University prior to March 1, 1937. A dagger (†) indicates enrollment for the second semester only.

| Name                          | Classification | Home Address       | Worcester Address  |
|-------------------------------|----------------|--------------------|--------------------|
| *Abbott, Carroll Marden       | H g            |                    | 36 Rollinson Rd.   |
| Adamian, Parnag Gabriel       | 38             |                    | 21 Edward          |
| *Adams, Willard Granville     | Ed g           | Holden             |                    |
| Aizenstat, Harry Nathan       | H g            | Springfield        | 63 Russell         |
| Allen, Harold Gates           | Ed g           | Barre              |                    |
| Amsden, Chester Cornwall      | 39             |                    | 10 Gardner         |
| *Andersen, Arthur Joseph      | H g            |                    | 29 William         |
| Armstrong, Lorna Gwendolyn R. | H S            | New Westm'r, B. C. | 138 Woodland       |
| Arnold, Samuel Leonard        | 38             |                    | 148 Elm            |
| Arsenault, Philip Elwin       | Ed g           |                    | 43 Lyman           |
| *Avis, Frederick R.           | B g            |                    | Worcester Academy  |
| Baharian, Bedros              | 38             |                    | 9 Cottage          |
| †Baker, James W. H.           | Ed g           | Gardner            |                    |
| Balcanoff, Eugene Jacob       | 40             |                    | 362 Coburn Ave.    |
| *Balfé, William Sewall        | 40             |                    | 466 Pleasant       |
| Bartimo, Frank Antonio        | 39             | Leominster         | Estabrook Hall     |
| Bassett, Linton Junior        | 40             | Orange             | Estabrook Hall     |
| *Bates, Kenneth Louis         | Ed g           | Damariscotta, Me.  | West Boylston      |
| Bates, Warren Bradford        | 40             |                    | 1 Congress         |
| Becker, Edward Gerard         | 40             |                    | 17 Bellingham Rd.  |
| Beckford, Lewis Harrower      | 40             |                    | 11 Dunbar          |
| Belk, Bettie Joan             | H g            | East Dedham        | 856 Main           |
| *Bellis, Raymond Earl         | 40             |                    | 70 Brantwood Rd.   |
| Benoit, Merrill Philip        | 40             | Southbridge        |                    |
| Berard, Theodore H. L.        | Ed s           | Athol              | 414 Park Ave.      |
| Berg, Carl Gustaf             | G g            |                    | 843 Millbury       |
| Berlin, Sumner Abraham        | 40             | Dorchester         | 89 Richmond Ave.   |
| Bieberbach, Phyllis Marie     | Ed g           |                    | 11 Morningside Rd. |
| Biron, Leo Joseph             | 39             | Williamstown       | Estabrook Hall     |
| Blanchard, Donald             | 38             | Stoneham           | 4 Norwood          |
| Blanchard, John Putnam        | 38             | Spencer            | 35 Maywood         |
| Blanchard, Willard Francis    | 37             | Millbury           |                    |
| *Bliven, David P.             | En s           |                    | 31 Tallawanda Dr.  |
| Bliven, Roger                 | 37             |                    | 31 Tallawanda Dr.  |
| Boin, Victor Paul             | 37             |                    | 129 Eastern Ave.   |
| Bonard, Marcel Louis          | En s           |                    | 148 Beacon         |
| Bouley, Norman Alfred         | 39             |                    | 533 Southbridge    |
| Brandes, Frederick Miller     | 38             |                    | 106 Elm            |
| Brauer, Murray                | 37             |                    | 750 Pleasant       |
| Briggs, Charles Dwight, Jr.   | 38             | Princeton          | Estabrook Hall     |
| Brigham, Robert Irving        | 39             |                    | 17 Poniken Rd.     |
| Brulé, Irving William         | 38             |                    | 1319 Main          |
| Bryant, Gertrude Minnetta     | Ed g           |                    | 6 Quincy           |
| *Burggraaf, Stanley R.        | H g            |                    | 282 Highland       |
| Burt, Arthur Lowe             | 38             |                    | 38 Fales           |
| Caplovich, Jerome             | 38             | Southbridge        |                    |
| Carey, Nason Day              | 40             | Springfield        | Estabrook Hall     |
| Carini, Robert John           | 40             | Framingham         |                    |

| Name                         | Classification | Home Address         | Worcester Address    |
|------------------------------|----------------|----------------------|----------------------|
| Carlson, Ralph Ludvig        | 38             | Paxton               |                      |
| Carroll, George Joseph       | 39             | Arlington            | Estabrook Hall       |
| Carruthers, John Burr        | 38             | Frammingham          |                      |
| Carter, Alden Herbert        | 40             |                      | 16 Mountain Lane     |
| Castaldi, Basilio            | Ph S           | Boylston             |                      |
| Chafetz, Samuel              | 40             |                      | 23 North Woodford    |
| Chamberlin, Thomas Wilson    | G g, S         | Charleston, Ill.     | 166 Woodland         |
| Chase, Robert Wood           | 38             | Uxbridge             |                      |
| Chew, Margaret Sarah         | G F            | Mackinaw City, Mich. | 41 Beaver            |
| Chisholm, Hester Dorothy     | G g, S         |                      | 35 Oxford            |
| Churchill, Frederick Jackson | 39             |                      | 35 Guild Rd.         |
| Clifford, Timothy Francis    | Ed g           |                      | 11 Windham           |
| Coddington, Edwin Broughton  | H F            |                      | 21 Shirley           |
| Cohen, Maurice Louis         | 40             |                      | 402 Lovell           |
| Colby, Carroll Durgin        | 39             |                      | 276 Highland         |
| Cole, Hubert Morton, Jr.     | 38             | Springfield          | Estabrook Hall       |
| Convery, James Francis, Jr.  | 37             |                      | 29 Princeton         |
| *Cooley, Leon Weston         | Ed s           |                      | 10 Monica Rd.        |
| Cotzin, Milton               | 38             |                      | 40 Woodford          |
| Craig, William Walter        | 39             | Paxton               |                      |
| Crockett, Harold Ernest      | 40             |                      | 24 Grand             |
| Culbert, James Irving        | G g, S         | Taos, New Mexico     | 57 Bryn Mawr, Auburn |
| *Cushman, Clara Elizabeth    | Ed g           |                      | 131 Burncoat         |
| Damarjian, Aram              | 38             |                      | 25 Bancroft          |
| Danckert, Joseph Francis     | 38             |                      | 5 Gordon             |
| Daum, Harry                  | 40             | Springfield          | Estabrook Hall       |
| Davis, John King             | 37             | Webster              | 35 Maywood           |
| Davis, Richard Gray          | 39             |                      | 125 Coolidge Rd.     |
| Davis, Wendell Woodworth     | 37             |                      | 244 June             |
| Dawson, Leroy Lendon         | Ed g           | Barre                |                      |
| Deering, George Edwin, Jr.   | 39             | Shrewsbury           |                      |
| *Delano, David Prentice      | 38             |                      | 62 Holden            |
| DeLollis, Nicholas John      | 38             |                      | 14 Liscombe          |
| DesChenes, Albert Alphonse   | B s            | Fitchburg            | 34 Gates             |
| Diliberto, Joseph Francis    | 39             | Brooklyn, N. Y.      | 156 Woodland         |
| Dolan, Lawrence Edward       | 39             |                      | 15 Beaver            |
| Domblatt, Herman William     | Ch F           |                      | 17 Hitchcock Rd.     |
| Donohue, Philip Vincent      | 40             |                      | 6 Lowell             |
| Dworkin, George Samuel       | 39             |                      | 174 Vernon           |
| Edwards, Robert Irwin        | 40             |                      | 18 City View         |
| Elias, Stephen               | 37             |                      | 98 Austin            |
| Epstein, Burton              | 39             |                      | 138 Elm              |
| Erickson, Irving Peter       | 37             |                      | 15 Forestdale Rd.    |
| Erikson, Carl Rheinhold      | 39             |                      | 2 Clara              |
| Fairchild, Johnson Eddy      | G F            | Glen Ridge, N. J.    | 166 Woodland         |
| Fairchild, Wilma Belden      | G S            | Glen Ridge, N. J.    | 166 Woodland         |
| Fause, Asbjorn               | G F            | Duluth, Minn.        | 166 Woodland         |
| Feingold, Joseph H.          | H g            |                      | 6 Downing            |
| Feingold, Julian Franklin    | 40             |                      | 22 Amherst           |
| Feldman, Theodore Edward     | 38             |                      | 270 Grafton          |
| *Fitton, Lawrence Porter     | 40             |                      | 16 Beechmont         |
| Fleming, Raymond Edgar       | 38             |                      | 2 Pakachoag          |
| Fletcher, Thomas Lloyd       | 37             |                      | 125 Grand View Ave.  |
| Foley, John Breen            | 40             |                      | 35 Beaver            |
| Ford, Catherine Elizabeth    | H g            | Grafton              |                      |
| Foxhall, William Bex         | B s            | Shrewsbury           |                      |
| Friedman, Stanley Morton     | 39             |                      | 158 Morningside Rd.  |
| Gadomski, Joseph Anthony     | 39             | Clinton              |                      |
| Gardarian, Leo Hagop         | 40             |                      | 11 Bancroft          |
| Gauthier, Armand Joseph      | 38             |                      | 925 Main             |
| Gibbs, Robert Grant          | 38             |                      | 7 Ruthven Ave.       |
| *Gilbert, Helen Sylvia       | En s           |                      | 46 Dover             |
| Giraitis, Albert Philip      | Ch F           | Providence, R. I.    | 7 Gates              |
| Goff, Joseph Nathaniel       | 38             |                      | 97 Granite           |
| Goldberg, Edwin Louis        | 37             |                      | 543 Grafton          |
| Goodwin, Ralph Roger         | 39             | Gardner              | Estabrook Hall       |
| Gordon, Jacob                | 37             | Mattapan             | 4 Hancock            |

| Name                            | Classification | Home Address          | Worcester Address |
|---------------------------------|----------------|-----------------------|-------------------|
| Goulding, John Paul             | Ch F           | Leicester             |                   |
| Grahn, Edgar Rudolph            | G F, g         | Arlington             | 766 Main          |
| Granger, Rocheleau Zephirin     | 38             |                       | 4 Gates           |
| Gray, William David             | 38             | So. Manchester, Conn. | Estabrook Hall    |
| Green, Arnold Wilfred           | 37             | Three Rivers          | 3A Florence       |
| *Gregory, Elizabeth Emery       | G g            | Keene, N. H.          | Not in residence  |
| Grout, Vernon Marshall          | 38             |                       | 83 Olean          |
| Gryk, Anthony John              | 38             | So. Manchester, Conn. | Estabrook Hall    |
| Guenther, Richard Alexander     | 40             | Clinton               |                   |
| Guterman, Bert                  | 39             |                       | 15 Tahanto Rd.    |
| Guterman, Henry Samuel          | 37             |                       | 15 Tahanto Rd.    |
| Haddad, Albert                  | 39             |                       | 18 Wall           |
| Haddad, Mitchell                | 40             |                       | 18 Wall           |
| Haddad, Saad Paul               | 40             |                       | 87 Norfolk        |
| Hall, George Edward             | 37             | Millbury              |                   |
| Hall, Herman Ward               | 40             | Barre                 | Estabrook Hall    |
| Hanna, Archibald, Jr.           | 38             |                       | 12 Perkins        |
| Haringa, Raymond Richard        | 39             | East Douglas          |                   |
| Hartnett, John Henry            | 40             |                       | 110 Vernon        |
| †Hastings, Rowland Johnson, Jr. | 39             |                       | 48 Sever          |
| Hayward, Harold Mansfield       | Ec F           | Grafton               |                   |
| Hearn, George Bligh             | 40             |                       | 202 Beacon        |
| Hebberd, John Swift             | 39             |                       | 70 Downing        |
| Hennessey, Robert Norman        | 40             | Westboro              |                   |
| Herrmann, Frank Clifton         | 38             | Northboro             |                   |
| Herrmann, William Charles       | 39             | Northboro             |                   |
| Hershman, Max                   | 37             | Dorchester            | 7 Gates           |
| Higginbottom, Arthur Raymond    | Ch s           | Millbury              |                   |
| †Higginbottom, Ruth Ellen       | Ed g           | Millbury              |                   |
| Higgins, Charles Albert         | 39             |                       | 35 Barnard Rd.    |
| Hodgkins, Alfred Sawyer         | Ed g           |                       | 6 Silver          |
| Holmes, Frank Edward            | 40             |                       | 276 Burncoat      |
| Holstrom, Andrew Gustaf         | 37             | Auburn                |                   |
| Hoppin, Harry B., Jr.           | 40             |                       | 20 Monroe Ave.    |
| Hotchkiss, Charles Neil         | 40             | Forestville, Conn.    | Estabrook Hall    |
| Howard, Fred Hiland             | 39             | Chicopee Falls        | 98 Lovell         |
| Howard, Walter Joseph           | 38             |                       | 24 Fairbanks      |
| *Hulbert Kenneth Lee            | Ed g           | Westboro              | 157 Highland      |
| Hunter, George Alexander        | 38             |                       | 10 Glenwood       |
| Hurwitz, Louis Sidney           | 40             |                       | 77 Brantwood Rd.  |
| Hutchinson, Joseph Carleton     | 37             | Haverhill             | Estabrook Hall    |
| Illingworth, Reginald Gordon    | s              | Chester, Vt.          | 919 Main          |
| Iltanen, Jorma                  | 38             |                       | 30 Fountain       |
| Inman, Walter Grant             | H F            | Indianola, Iowa       | 166 Woodland      |
| Italiano, Guido Michael         | 40             |                       | 38 Shamrock       |
| Jaffray, Archibald Gidley       | 38             | Brookfield            |                   |
| Jannery, Harold Kenneth         | 37             | Millbury              |                   |
| Jonitis, Peter Paul             | 39             |                       | 5 Vernon Ter.     |
| †Jorgenson, Harold Torstein     | G g            | Duluth, Minn.         | 166 Woodland      |
| Kanowitz, Sidney                | 37             | Chester               | 6 Charlotte       |
| Keenlyside, William Mawhinney   | H F            | Vancouver, B. C.      | 166 Woodland      |
| Kellie, Charles Clark           | 38             | Waterbury, Conn.      | Estabrook Hall    |
| Kennan, Dana Willard            | 37             |                       | 157 Highland      |
| Kennedy, Mary Elizabeth         | Ed g           |                       | 6 Hitchcock Rd.   |
| Kennaway, Harold John, Jr.      | 39             | Brookfield            |                   |
| Kessler, Bennet Carl            | 40             |                       | 45 Derby          |
| Killelea, Joseph Henry          | 39             | Leominster            | 87 Murray Ave.    |
| King, Bernard Thomas            | 40             | Waterbury, Conn.      | Estabrook Hall    |
| Kneller, John William           | 38             |                       | 1 Russell         |
| Knight, Albert Edwin            | 38             |                       | 19 Rollinson Rd.  |
| Kopelman, Bernard               | 38             | Dorchester            | 4 Hancock         |
| Kos, Walter John                | 39             | Webster               |                   |
| Kroll, Henry Michael            | 38             | New York, N. Y.       | 2 Woodbine        |
| Krzinowek, Alfred Joseph        | 37             | Rutland               | 6 Jacques Ave.    |
| Laine, Iver                     | Ed g           |                       | 42 Vilander       |
| Langenheim, William James       | 39             | Brookline             | Estabrook Hall    |
| LaPrade, Albert Joseph          | 39             | Spencer               |                   |

| Name                          | Classification | Home Address         | Worcester Address |
|-------------------------------|----------------|----------------------|-------------------|
| LaPrade, Charles Norman       | 39             | Spencer              |                   |
| *LaRiviere, Emile O.          | B s            | So. Hadley Falls     | 35 Freeland       |
| Larson, Knute G. A.           | 40             | Shrewsbury           |                   |
| LaVallee, Lawrence Raymond    | Ec s           |                      | 20 Clement        |
| Lavery, Alfred                | 38             |                      | 5 Amesbury        |
| Lavine, Hymen                 | Ec s           | Boylston             |                   |
| Lawrence, Charles Partridge   | Ec s           | Hubbardston          |                   |
| Lenat, Ralph Warner           | 37             | Spencer              | 144 Woodland      |
| Lessard, Amos Joseph          | 40             |                      |                   |
| Letendre, Donald Henry        | 38             | Spencer              | 379 Chandler      |
| Levenson, David Matthew       | 39             |                      | 21 Strathmore Rd. |
| Lewis, William Lloyd          | 37             |                      | 8 Catalpa         |
| Lidstone, Reginald David, Jr. | 38             |                      | 166 Woodland      |
| †Lin, Kwan-te David           | G HF           | Foochow, China       | 100 Granite       |
| Lisabitsky, Joseph            | 38             |                      |                   |
| Lisk, George Francis          | Ch s           | Millbury             | 30 Terrace Drive  |
| Lodding, Woodrow Charles      | 37             |                      | 138 Woodland      |
| Logan, Richard Fink           | G g, S         | Stratford, Conn.     | Estabrook Hall    |
| London, Harry                 | 39             | Malden               |                   |
| Longo, John Robert            | 39             | Leominster           |                   |
| Lubowitz, Maurice             | 39             |                      | 105 Houghton      |
| Lund, Clayton Reginald        | 40             |                      | 14 Victoria Ave.  |
| Lupien, David William Jr.     | 37             |                      | 162 Heard         |
| McCarthy, Andrew Francis      | 39             |                      | 77 Fox            |
| McComas, Robert Francis       | 39             | Spencer              |                   |
| McGrail, Florence Elizabeth   | Ed g           |                      | 65 Beverly Rd.    |
| McGuire, John Alfred          | Ec S           | Schenectady, N. Y.   | 166 Woodland      |
| McInerney, James Alfred       | 39             |                      | 29 Coes           |
| McInnis, Donald Harry         | 38             |                      | 439 Chandler      |
| McKenna, James William        | Ed g           |                      | 61 Fox            |
| Mackay, John Ross             | 39             | Toronto, Ont.        | 85 Birch          |
| Madorsky, Milton Eugene       | 38             | Springfield          | 2 Woodbine        |
| Malkasian, Henry Aram         | 39             |                      | 116 Eastern Ave.  |
| Malkoski, Adolph William      | 39             |                      | 51 Ellsworth      |
| Mansur, Kenneth Ward          | 40             |                      | 54 Beaver         |
| Manzini, Raimondo Carlo       | H F            | Bologna, Italy       | 166 Woodland      |
| *Marble, Paul Francis         | Ger s          |                      | 16 Marble         |
| Marburg, Theodore Francis     | Ec S           | Newfoundland, N. J.  | 166 Woodland      |
| Martin, Paul Felix            | 39             |                      | 11 Fairhaven Rd.  |
| Martin, Richard Blazo         | 39             | Ashburnham           | Estabrook Hall    |
| Massoni, Ernest Anthony       | 40             | Leominster           |                   |
| Massomian, Mary Christine     | H g            |                      | 47 Woodland       |
| Matchett, Gerald James        | Ec F           | Grand Junction, Colo | 20 Clement        |
| May, Louis Henry              | 37, G s        | Keene, N. H.         |                   |
| *Meiselman, Sumner            | 39             |                      | 22 Colonial Rd.   |
| *Melville, Robert Seaman      | 37             |                      | 16 Isabella       |
| Menter, Yetta                 | H S            | Westwood, N. J.      | 21 Shirley        |
| Merchant, Edward Joseph       | 40             |                      | 20 Kingsbury      |
| Merriam, Frederick Stevens    | 39             | Cordaville           |                   |
| *Metivier, Wilfred Joseph     | 40             | Leominster           | Estabrook Hall    |
| Michaelson, Henry Ellis       | 40             |                      | 45 Mendon         |
| *Mignacca, Joseph K. L.       | 40             | Shrewsbury           |                   |
| Mikelk, Witold Joseph         | 40             | Gilbertville         | 6 Chapin          |
| Mikoloski, Edward C.          | 40             |                      | 109 Ward          |
| Miles, Robert Albert          | 37             |                      | 6 Hancock         |
| Miliefsky, Henry Samuel       | 39             |                      | 90 Granite        |
| Milne, Robert Scott           | 40             | Toms River, N. J.    | Estabrook Hall    |
| Minogue, James Alexander      | G F            | Duluth, Minn.        | 166 Woodland      |
| Mitchell, Rosemary            | H g            | Marlboro             |                   |
| Moberg, Wensel William        | 39             |                      | 4 Dybeck          |
| Moriarty, John Francis        | 40             |                      | 8 Gardner Ter.    |
| Morris, Bernard               | 40             | Springfield          | 33 Woodford       |
| Morrison, James Linton        | 40             |                      | 6 Marden          |
| Moulton, Benjamin             | 40             | Northboro            |                   |
| Myers, Merle Wentworth        | G S            | Rock Island, Ill.    | 166 Woodland      |
| Nally, William James          | 38             | North Grafton        |                   |
| Namen, Hanna Anthony          | 40             |                      | 80 Dewey          |
| Nathanson, Norman Joseph      | 38             | Norwalk, Conn.       | 122 Woodland      |

| Name                              | Classification | Home Address         | Worcester Address  |
|-----------------------------------|----------------|----------------------|--------------------|
| Neal, William H.                  | G g            | Mansfield, Penn.     | 166 Woodland       |
| Nelson, Rodney Eric               | 38             |                      | 106 West Boylston  |
| Newton, Albert Eugene             | 37             | Windsor, Vt.         | 18 Shepard         |
| Nigro, Dalie                      | Ph g           |                      | 49 Adams           |
| Norman, Paul Phenex               | 39             | Malden               | 21 Maywood         |
| Nystrom, John Warren              | G S            |                      | 70 Whitmarsh Ave.  |
| O'Connor, John Joseph             | 40             | Waterbury, Conn.     | Estabrook Hall     |
| *O'Connor, Nicholas Henry         | Ed s           |                      | 62 Brownell        |
| Olson, Carl William               | 39             |                      | 53 Charlotte       |
| Olson, Walter Albert              | 39             |                      | 35 Rockdale        |
| Ortman, Joseph                    | 37             |                      | 64 Beaver          |
| O'Toole, Peter Joseph             | H g            | Clinton              |                    |
| Pappas, George Fred               | 40             |                      | 125 Franklin       |
| Parker, Harry Clarence            | G g            |                      | 60 Chatham         |
| Parslow, John Barr                | 38             |                      | 17 Havana Rd.      |
| †Parson, Ruben L.                 | G F            | Battle Lake, Minn.   | 166 Woodland       |
| Patterson, Frank Harmon           | Ed g           | Bristol, Conn.       | 35 Maywood         |
| Peltier, Louis Cook               | 37             | West Boylston        | 39 Charlotte       |
| Pepin, John Lewis                 | Ec s           | Elk River, Minn.     | 766 Main           |
| Perrone, Samuel Joseph            | 40             |                      | 48 Wall            |
| Perry, Henry Barnes               | 39,s           | Leominster           | 919 Main           |
| Perry, Joseph Leo                 | 37             |                      | 4 Ashton           |
| Person, Robert                    | 37             |                      | 19 Fiske           |
| Peters, George Michael            | 38             |                      | 9 Eastham          |
| Peterson, Warren Stanley          | 39             |                      | 14 Pineland Ave.   |
| Phipps, Robert Bradford           | 40             |                      | 13 Isabella        |
| Popowicz, Walter Thomas           | 37             |                      | 28 Washington      |
| Pogue, Forrest Carlisle           | H F            | Murray, Ky.          | 166 Woodland       |
| Porter, David                     | 37             |                      | 28 Woodford        |
| Potter, Lawrence Everett          | 37             | Nashua, N. H.        | 15 Gates           |
| Pottle, Irwin Davis               | 39             | Oxford               |                    |
| Powell, Allen Shedd               | 39             |                      | 4 Riedl Place      |
| Powers, George Hugo               | 39             | Shrewsbury           |                    |
| Powers, Robert Frederick          | 40             | Shrewsbury           | 1004A Main         |
| Pride, George Howard              | B s            |                      |                    |
| Quam, Louis Otto                  | G F            | Boulder, Colo.       | 166 Woodland       |
| Quimby, Margaret                  | G S            | Montclair, N. J.     | 156 Woodland       |
| Racicot, Theodore Peter           | 39             | Webster              | 919 Main           |
| Raisanen, Toimi Kosti             | 40             | Gardner              | Estabrook Hall     |
| Rajala, Asari                     | 39             | Jersey City, N. J.   | Estabrook Hall     |
| Rapaport, Harry                   | 37             | Marlboro             |                    |
| Reichenthal, Eugene Herbert       | 39             | Quincy               | 4 Hancock          |
| Resnick, Harry                    | 40             | W. Hartford, Conn.   | Estabrook Hall     |
| *Richard, Edward Charles, Jr.     | 40             | Westboro             |                    |
| Richardson, Horatio Maunsell, Jr. | 37             |                      | 115 Paine          |
| Riley, Paul Ward                  | 38             |                      | 194 Ingleside Ave. |
| Rochette, Robert Phillips         | Ed g           |                      | 27 Windsor         |
| Romanoff, Bernard Leon            | 37             |                      | 82 Brantwood Rd.   |
| Romanoff, Saul Mones              | 37             | Clinton              |                    |
| Rome, Harold Daniel               | 40             |                      | 3 Midland          |
| *Ross, Harold William             | 37             | Spencer              |                    |
| *Ross, Rennau Herman              | 40             | University City, Mo. | Estabrook Hall     |
| Roy, Eric Arthur                  | 38             |                      | 41 Chatham         |
| Ruseckas, Vincent Peter           | 38             |                      | 117 Washington     |
| Russell, William James            | 38             | Clinton              |                    |
| Ryan, Arthur John                 | 39             | Webster              |                    |
| Sagalyn, Julian Leon              | 37             | Springfield          | 18 Downing         |
| Salem, Ernest Leonard             | 40             | No. Brookfield       |                    |
| Salter, Thomas Lowell             | 40             |                      | 3 Waconah Rd.      |
| Sands, Matthew Linzee             | 40             | Oxford               | 144 May            |
| Scanlan, James Joseph             | Ch g           |                      | 5 Woodbine         |
| Schadegg, Francis John            | G F            | Cheney, Wash.        | 138 Woodland       |
| Schermerhorn, Lloyd Andrew        | H S            | Rochester, N. Y.     | 138 Woodland       |
| Schiff, Arthur                    | 39             | Haverhill            | 138 Woodland       |
| *Schollard, John                  | 40             |                      | 36 Shirley         |
| Schorr, Stanley Alvin             | 37             |                      | 18 Hartshorn Ave.  |

| Name                             | Classification | Home Address          | Worcester Address    |
|----------------------------------|----------------|-----------------------|----------------------|
| Schultz, Julian                  | 39             |                       | 13 Jones             |
| Serijan, Kasper Thomas           | Ch g           | Syracuse, N. Y.       | 766 Main             |
| Shannon John Joseph              | 40             |                       | 41 Ripley            |
| Shannon, Paul Vincent            | Ch s           |                       | 159 Highland         |
| Shapiro, Max Andrew              | 39             | Roxbury               | 4 Hancock            |
| Shaw, Harold Francis             | 40             |                       | 12 Intervale Rd.     |
| Shaw, Paul Frederick             | 38             |                       | 12 Intervale Rd.     |
| Shea, Daniel John                | 37             |                       | 11 Windham           |
| Shea, Thomas Paul                | Ch s           |                       | 6 Oliver             |
| Sheedy, Eleanor                  | Ec g           |                       | 3 Forestdale Rd.     |
| *Sylvester, William Henry        | 40             | West Boylston         | Estabrook Hall       |
| Simonds, William Albert          | 37             |                       | 66 Lovell            |
| Siple, Paul Allman               | G S            | Erie, Pa.             | 16 Loudon            |
| Small, Cloyd Eldon               | Ed g           | Kingfield, Me.        | Worcester Acad.      |
| Smart, Lyndwode Norton Lee       | Ed g           |                       | 37 Oak Ave.          |
| Smith, Edward Arvey              | 39             |                       | 17 Jones             |
| Spencer, Ethel Huntress          | Ed, H g        | Whitinsville          |                      |
| Spencer, Charles Ellis           | 38             |                       | 132 Coolidge Rd.     |
| *Stackpole, Joseph Thomas        | 40             |                       | 60 Maywood           |
| Stavrianos, Leften Stavros       | H F            | Vancouver, B. C.      | 7 Gates              |
| Stead, Albert Theodore           | 38             |                       | 16 Sigel             |
| Steere, Howard Clarence          | 39             |                       | 36 Fruit             |
| Steever, Walter Robert           | 39             | Jersey City, N. J.    | 19 Clifton           |
| Steeves, Frederic Vosmus         | 39             | Leicester             |                      |
| Stein, Saul Reuben               | 38             | Bridgeport, Conn.     | Estabrook Hall       |
| *Stephan, Leon LeMar             | G g            | Bowling Green, Ky.    | 6 Hancock            |
| Stockman, Harlan Wheelock        | 38             | Dodge                 |                      |
| Stotz, Carl Louis                | G F            | Detroit, Mich.        | 166 Woodland         |
| Sukaskas, Vitold                 | B F            |                       | 18 Hillside          |
| *Sullivan, Cornelius Christopher | 39             |                       | 205 Fairmont Ave.    |
| Sullivan, Frank David            | 39             |                       | 115 Lincoln          |
| Sundeen, Earl Ivan               | 38             |                       | 48 Channing          |
| Sundeen, Roy Carl                | 39             |                       | 48 Channing          |
| Swett, Fred Kitfield             | 40             | Manchester-by-the-Sea | Estabrook Hall       |
| Tacker, Herbert Ralph            | 37             |                       | 33 Lincoln           |
| Taparowsky, James Joseph         | 40             |                       | 17 Fox               |
| Taylor, George Blaney, Jr.       | 40             | New Britain, Conn.    | Estabrook Hall       |
| Terrill, Irving William          | 37             |                       | 14 Charlotte         |
| Thomas, Emrys Price              | 40             |                       | 2 King               |
| †Thorogood, Alison               | G g            | Waban                 |                      |
| Threadgould, Francis             | 40             | Lancaster             |                      |
| Tite, Spiro Louis                | En s           | Charlton City         |                      |
| Titus, Howard Andrews            | 37             | East Morris, Conn.    | 55 Downing           |
| Toman, James Edward Philip       | 37             | Manchester, Conn.     | Estabrook Hall       |
| Tonole, Teresa Mary              | Ec F           | Clinton               | 6 Sheridan           |
| Tupper, Howard Justin            | 40             |                       | 3 Brightwood Ave.    |
| †Turner, Cornelius Paul          | Ed g           |                       | 14 Blaine Ave.       |
| Underwood, Francis Milot         | Ed g           |                       | 6 William            |
| †Upham, Sidney Dayton            | 39             | West Boylston         |                      |
| Vaitkus, John Walenty            | 37             |                       | 23 Sigourney         |
| Valatka, Joseph August           | 39             |                       | 40 Plantation        |
| *Walker, Frederick               | G HF           | St. Andrews, Scot'l'd | 166 Woodland         |
| *Walt, James                     | H g            | Duluth, Minn.         |                      |
| Warren, Arthur Bertrand          | 37             |                       | 117 Beaconsfield Rd. |
| Watkins, Eugene Leonard          | 40             |                       | 41 Plantation        |
| Webster, William Henry, Jr.      | 40             | Providence, R. I.     | Estabrook Hall       |
| Weisenberg, Jacob                | En s           |                       | 98 Dorchester        |
| Wetherbee, Robert Thomas         | 40             | Bolton                |                      |
| *Wetherell, Alliston Chester     | Ed s           | Auburn                |                      |
| Wheaton, Philip Damon            | 38             | Putnam, Conn.         | Estabrook Hall       |
| White, Francis William           | 39             |                       | 259 Lake Ave.        |
| *White, Martin Francis           | H g            | Wheelwright           |                      |
| Whitney, John Frank              | 40             | Orange                | Estabrook Hall       |
| Whittet, Helen Shepherd          | H g            | Wakefield             | 856 Main             |
| Williams, Joel                   | 37             | Dorchester            | 4 Hancock            |
| Winterbottom, Lemuel Joseph      | 40             | Paxton                |                      |
| Wolk, Elliott Samuel             | 40             |                       | 36 Barclay           |
| Wolkowich, Haskell Philip        | 38             |                       | 159 Providence       |
| Wray, Irene                      | G F            | West Rush, N. Y.      | 156 Woodland         |
| Yetvin, Irving Jack              | 38             |                       | 49 Havelock Rd.      |

## II. SUMMER SCHOOL STUDENTS (1936)

An asterisk (\*) indicates participation in a field trip only

Abdella, Martha M., Worcester  
 Amsden, Madeleine E., Brookfield  
 Anderson, Geraldine A., Ridgway, Pa.  
 Andrews, Elizabeth A., Falmouth  
 Avery, Rexford H., Shrewsbury  
 Barr, William J., Atlanta, Ga.  
 Baxter, Frederic G., Worcester  
 Beishlag, George, Detroit, Mich.  
 Bennett, Howard F., Worcester  
 \*Berninger, Harriett, Normal, Ill.  
 Bliven, Roger, Worcester  
 Bond, Evelyn G., Baldwin, N. Y.  
 Boyer, Helen M., Washington C. H., O.  
 Brammell, James A., Washington, D. C.  
 Buckley, Helen T., Worcester  
 Burkill, Gracia M., Harvard  
 Caplovich, Jerome, Southbridge  
 Carey, Helen, Worcester  
 Carlson, Albert S., Hanover, N. H.  
 Carney, Grace, Worcester  
 Cassidy, Barbara, Webster  
 Carroll, Helen S., Barre  
 Coirer, Josephine, Golden City, Mo.  
 Collamore, Edna A., Worcester  
 Convery, James F., Worcester  
 Cooley, Leon W., Worcester  
 \*Cunningham, Helen, Worcester  
 Daley, Mary A., Worcester  
 Davis, Louise V., Brookfield  
 Deering, George E. Jr., Shrewsbury  
 Delano, David P., Worcester  
 Donahue, Michael A., Worcester  
 \*Downs, Margaret B., Wheeling, W. Va.  
 Dresser, Louisa, Worcester  
 Drohan, Alice R., Worcester  
 Dubé, Joseph Z., Milford, N. H.  
 Elias, Stephen, Worcester  
 Fisher, Rose M., Worcester  
 Ford, Catherine E., Grafton  
 Fuller, Tyra L., Worcester  
 George, Gordon B., Westboro  
 Gibson, Jessie M., Conway, N. H.  
 Gilgan, Mary A., Worcester  
 Gillespie, John C., Ghent, N. Y.  
 Gilligan, Frances O., Worcester  
 Greenawalt, Norman E., Shippensburg, Pa.  
 Gregory, Elizabeth, Keene, N. H.  
 \*Gueffroy, Edna, Normal, Ill.  
 Guild, S. Alden, Grafton  
 \*Hackett, Mary P., Wheeling, W. Va.  
 Hall, Bertha, Worcester  
 Hall, Rachel S., Claremont, Cal.  
 Handel, Hazel G., Cleveland, O.  
 Hartnett, Gertrude A., Worcester  
 Hays, Janet C., Worcester  
 Heermance, T. Woolsey, New Haven, Conn.  
 Heslinga, Mary, Millbury  
 Hodgkin, Roberta Day, Norfolk, Va.  
 Hodgkins, Alfred S., Worcester  
 Holmes, Edna C., Southbridge  
 Hutchinson, Mary C., Aiken, S. C.  
 Illingworth, Selma K., Worcester  
 Johanson, Ingrid, Oakdale  
 Keene, Ella O., Groveton, N. H.  
 Kelly, Rita, Spencer  
 Kingsbury, Mildred L., White River Jct., Vt.  
 Kistler, Esther L., Nanticoke, Pa.  
 Klinglof, Edith C., Worcester  
 Lang, Katherine J., Plymouth  
 Langley, Roger F., Barre  
 Lantz, Virginia E., Worcester  
 Lathrope, Frances M., Danville, Ill.  
 Lavelle, Mary E., Clinton  
 Leahy, Ruth A., Worcester  
 Leyden, George W., Worcester  
 Lidgate, James A., Worcester  
 Linehan, Urban J., Bridgewater  
 Long, Alice M., Worcester  
 McAleer, Myles R., Worcester  
 McGrail, Florence, Worcester  
 McHugh, Elizabeth F., Worcester  
 McIsaac, Rosanna, Cleveland, O.  
 McKenna, James W., Worcester  
 McKeon, Florence C., Worcester  
 MacPartland, Charles G., Worcester  
 Maharry, John P., Youngstown, O.  
 Mansur, Kenneth, Worcester  
 Martens, Eva E., Franklin Park, Ill.  
 Masoomian, Mary C., Worcester  
 Maxwell, Helen L., Worcester  
 \*Melton, Nell L., Atlanta, Ga.  
 Merchant, Edward J., Worcester  
 Mitchell, Rosemary, Marlboro  
 Moore, Edith E., Yonkers, N. Y.  
 Morrissey, Thomas F., Worcester  
 Morrison, Paul C., E. Lansing, Mich.  
 Moyer, Josephine, Reading, Pa.  
 Mulvey, Theresa A., Brookfield  
 Murdock, Evelyn L., West Boylston  
 Murphy, Mary M., Washington, D. C.  
 O'Grady, Winifred L., Worcester  
 Ohrn, I. Marie, Worcester  
 Ordway, Robert S., Worcester  
 Parmiter, Charles A., Holden  
 Phelps, Ernest D., Grafton  
 Poliks, Chester J., Gardner  
 Popowicz, Walter T., Worcester  
 Potts, Jessie, Oradell, N. J.  
 Powers, James J., Jr., Worcester  
 Preston, Rosalene, Kingston, N. Y.  
 Punches, Herbert R., South Lancaster  
 Quinn, Margaret, Whitinsville  
 Reed, Wesley B., Berlin  
 Rice, Rebecca, Worcester  
 Richards, Henry E., West Haven, Conn.  
 Riley, Paul W., Worcester  
 Riley, William F., Worcester  
 Rivard, Dorilla A., E. Douglas  
 Roberts, Kenneth A., Syracuse, N. Y.  
 Rourke, Elizabeth A., Worcester  
 Sanford, Florence C., N. Grafton  
 Scanlon, Lillian E., Worcester  
 Shea, Joseph E., Worcester  
 Sheedy, Eleanor, Worcester  
 Simonds, William A., Worcester  
 Slattery, Margaret, Fitchburg  
 Smith, Louise, Gatesville, Texas  
 Smith, M. Marjorie, Detroit, Mich.  
 Snow, Alice T., Rochester, N. Y.  
 Southworth, Hazel E., Hastings, N. Y.  
 Stapp, Helen M., Cockeysville, Md.  
 Steeves, Frank J., Fitchburg  
 \*Streeter, Mary A. R., Worcester  
 Sullivan, Catherine A., Worcester

- |  |                                  |
|--|----------------------------------|
| Sullivan, Mary A., Worcester             | Washington, Ella V., Westboro    |
| Swartfiguer, Eva M., Poughkeepsie, N. Y. | Webber, Margaret C., Rutland     |
| Swartz, Dorothy M., Worcester            | West, Frederic M., Haverhill     |
| Swenson, Alice M., Northboro             | Wiback, Helen E., Worcester      |
| Thornton, Jessie M., Worcester           | *Wilmouth, Irene, Worcester      |
| Valatka, Joseph A., Worcester            | Wilson, Helen A., Worcester      |
| Vance, Charles B., DeLand, Fla.          | Wilson, Hubert H., Wilbraham     |
| Vance, James L., DeLand, Fla.            | Wray, Mabel E., West Rush, N. Y. |
| Van Name, M. Etta, Centerville, N. Y.    | Wright, Helen G., Pitman, N. J.  |
| Virtue, Jessie, Meadville, Pa.           |                                  |

### III. EXTENSION STUDENTS

1936-37

- |                         |                         |                        |
|-------------------------|-------------------------|------------------------|
| Alden, Clara L.         | Hastings, Rowland J.    | Parker, Freida M.      |
| Amidon, Dorothy A.      | Hays, Janet C.          | Perks, Elsie A.        |
| Appleton, Hilda M.      | Healy, Marguerite A.    | Perry, Ruth            |
| Babson, C. Amy          | Higgins, Hazel R.       | Quigley, Helen T.      |
| Beck, Mildred L.        | Holland, Marguerite     | Regan, Mary E.         |
| Bingham, Mary R.        | Hutch, Catherine L.     | Rice, Rebecca          |
| Bowler, Ruth C.         | Jacobs, Elizabeth       | Roach, Philip L.       |
| Brown, A. Jean          | Jacobs, Mary H.         | Rollins, Ellen         |
| Bryant, Nellie J.       | Jaffe, Rose             | Rougvie, Agnes S.      |
| Buckley, Frances G.     | Jenks, Olive A.         | Rourke, Elizabeth A.   |
| Buckley, Helen T.       | Joynes, Mary W.         | Russell, Ethel Sleeper |
| Cadarette, Miriam A.    | Kaskan, Anna V.         | Salminen, M. Irene     |
| Cahill, Anna G.         | Kenney, Helen           | Scanlon, Lillian E.    |
| Cahill, Catherine M.    | Langley, Roger F.       | Scannell, Margaret E.  |
| Callahan, Catherine D.  | Lawrence, Charles P.    | Scott, Marion L.       |
| Campbell, Marion M.     | Locke, Mabel R.         | Shay, Mildred M.       |
| Carlson, G. Virginia    | Long, Alice M.          | Shea, Ella G.          |
| Carney, Grace L.        | Loungway, Lillian A.    | Shea, Joseph E.        |
| Cheyne, Anne R.         | Love, Elizabeth P.      | Sherin, M. Ardis       |
| Clark, Lois             | McCarthy, Mary S.       | Shulinski, Sophie Rome |
| Coe, Elizabeth H.       | McDonald Agnes E.       | Simmons, Anna E.       |
| Colbert, Ruth A.        | MacDonald, Elizabeth F. | Smith, Carolyn         |
| Conroy, Mary B.         | McGrath, Mary A.        | Smith, Laurence J.     |
| Cunningham, Helen M.    | McKenna, Ellen R.       | Smith, Mabel N.        |
| Cunningham, Mary E.     | McKeon, Florence C.     | Smith, Sonia           |
| Daley, Mary A.          | Mahan, Kathryn E. A.    | Sturke, Ralph C.       |
| DeLaMater, Gertrude     | Mahoney, Margaret V.    | Sullivan, Catherine A. |
| Des Chenes, Albert A.   | Mathews, Georgiana P.   | Sullivan, Marie        |
| Donohue, Margaret       | Matson, M. Cecile       | Sullivan, Mary A.      |
| Drohan, Alice R.        | Maxwell, Lillian R.     | Wadleigh, Ruth         |
| Early, Mary             | Maynard, Gertrude       | Walker, Florence L.    |
| Eaton, Louise Sprague   | Medin, Elin E.          | Walker, Ruth A.        |
| Erickson, Daisy R.      | Merrill, Sarah E.       | Washburn, Dorcas B.    |
| Erikson, Viola B.       | Miner, Ethel M.         | Webber, Charlotte      |
| Flood, Katharine C.     | Moran, Honora A.        | Wheeler, Dorothy R.    |
| Foley, Elizabeth M.     | Morrill, Malvina        | Willard, Ethel L.      |
| Galvin, Della E.        | Newhall, Barbara V.     | Wilmarth, Madelin ▲    |
| Gleason, Dorothy M.     | O'Connor, Deborah F.    | Wood, Olive M.         |
| Gleason, John F.        | O'Connor, Mary Ellen    | Wright, Helen L.       |
| Greaney, Julia V.       | O'Grady, Winifred L.    | Zottoli, Ernest W.     |
| Guilfoyle, Catherine A. | Ohrn, I. Marie          |                        |

IV. CANDIDATES FOR THE DEGREE OF BACHELOR OF EDUCATION  
IN ATTENDANCE DURING 1936-37, EITHER IN THE 1936  
SUMMER SCHOOL OR DURING THE REGULAR  
SESSIONS OF THE UNIVERSITY

(Each of these names will be found also in one or more of the preceding lists)

|                        |                       |                        |
|------------------------|-----------------------|------------------------|
| Amidon, Dorothy A.     | Gilgan, Mary A.       | Ohrn, I. Marie         |
| Anderson, Geraldine A. | Hays, Janet C.        | Quigley, Helen T.      |
| Babson, C. Amy         | Keene, Ella O.        | Regan, Mary E.         |
| Beck, Mildred L.       | Kenney, Helen         | Rollins, Ellen         |
| Bond, Evelyn G.        | Langley, Roger F.     | Rourke, Elizabeth A.   |
| Brown, A. Jean         | Long, Alice M.        | Salminen, M. Irene     |
| Bryant, Nellie J.      | Loungway, Lillian A.  | Shea, Joseph E.        |
| Buckley, Helen T.      | McHugh, Elizabeth F.  | Sherin, M. Ardis       |
| Cahill, Anna G.        | McKeon, Florence C.   | Southworth, Hazel E.   |
| Cahill, Catherine M.   | Mahan, Kathryn E. A.  | Stapp, Helen M.        |
| Carlson, G. Virginia   | Mahoney, Margaret V.  | Sullivan, Catherine A. |
| Carney, Grace L.       | Mathews, Georgiana P. | Sullivan, Marie        |
| Cunningham, Helen M.   | Matson, M. Cecile     | Swartfiguer, Eva M.    |
| Daley, Mary A.         | Maxwell, Lillian R.   | Van Name, M. Etta      |
| Drohan, Alice R.       | Medin, Elin E.        | Virtue, Jessie         |
| Dubé, Joseph Z.        | Miner, Ethel M.       | Webber, Margaret C.    |
| Early, Mary            | Newhall, Barabara V.  | Willard, Ethel L.      |
| Erikson, Viola B.      | O'Connor, Deborah F.  | Wilmarth, Madelin A.   |
| Galvin, Della E.       | O'Grady, Winifred L.  |                        |

*Illingworth, Reginald G.*

## SUMMARY 1936-37

|                               |     |
|-------------------------------|-----|
| Undergraduates                | 273 |
| Freshmen                      | 84  |
| Sophomores                    | 73  |
| Juniors                       | 63  |
| Seniors                       | 53  |
| Graduate Students             | 92  |
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| Extension Students            | 122 |
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| Total                         | 660 |
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# CLARK UNIVERSITY

The Forty-Seventh Annual  
Commencement

JUNE 5 1937



# Order of Exercises

Processional: March from Sonata No 2    *George Frederic Händel*

Invocation                                      REVEREND MAXWELL SAVAGE DD  
The First Unitarian Church

Commencement Address                      FREDERICK CARLOS FERRY  
President of Hamilton College

Statement by the President

Announcement                                  The Edmund C Sanford Scholarship  
The Prentiss Hoyt Prize in Poetry

Conferring of Degrees

Benediction

Recessional: Air Gai (Iphigenia in Aulis)  
*Christoph Willibald Gluck*

The audience will kindly remain  
standing during the recessional

## Candidate for the Degree of Bachelor of Education

Reginald Gordon Illingworth

## Candidates for the Degree of Bachelor of Arts

Willard Francis Blanchard  
Roger Bliven  
Victor George Paul Boin  
Murray Brauer  
James Francis Convery Jr  
John King Davis  
Wendell Woodworth Davis  
Stephen Elias  
Irving Peter Erickson  
Jacob Gordon  
Arnold Wilfred Green  
George Edward Hall Jr  
Max Hershman  
Andrew Gustaf Holstrom  
Harold Kenneth Jannery  
Sidney Kanowitz  
Dana Willard Kennan  
Alfred Joseph Krzinowek  
Ralph Warner Lenat  
William Lloyd Lewis  
David William Lupien Jr

Michael Manoogian  
Louis Henry May  
Robert Seaman Melville  
Robert Albert Miles  
Albert Eugene Newton  
Joseph Frederick Ortman  
Louis Cook Peltier  
Joseph Leo Perry  
Laurence Everett Potter  
Horatio Maunsell Richardson Jr  
Bernard Leon Romanoff  
Saul Mones Romanoff  
Harold William Ross  
Julian Leon Sagalyn  
Stanley Alvin Schorr  
Daniel John Shea  
William Albert Simonds  
James Edward Philip Toman  
John Walenty Vaitkus  
Arthur Bertrand Warren  
Joel Williams

## Candidates for the Degree of Bachelor of Arts with General Course Honors

### WITH HONOR

Woodrow Charles Lodding

### WITH HIGH HONOR

Thomas Lloyd Fletcher

Herbert Ralph Tacker

### WITH HIGHEST HONOR

Edwin Louis Goldberg

Henry Samuel Guterman

## Candidates for the Degree of Bachelor of Arts with Departmental Honors

Robert Person *with honors in Economics and Sociology*

David Porter *with honors in Economics and Sociology and High Honor in  
General Course*

Since the last annual commencement the degree of Bachelor of Arts has  
been conferred upon the following candidates as of June 8 1936

Gordon Bennett George

Alfred Sawyer Hodgkins



## Candidates for the Degree of Master of Arts

### *Biology*

Vitold Sukaskas

### *Chemistry*

George Francis Lisk

James Joseph Scanlan

### *Economics and Sociology*

Hymen Lavine

William Albert Lotz

John Alfred McGuire

Theodore Francis Marburg

John Lewis Pepin

### *Geography*

Wilma Belden Fairchild

Asbjorn Fause

Richard Fink Logan

John Warren Nystrom

Margaret Quimby

Francis John Schadeegg

### *History and International Relations*

Lorna Gwendolyn R. Armstrong

Bettie Joan Belk

Raimondo Carlo Manzini

Lloyd Andrew Schermerhorn

Helen Shepherd Whittet

### *Physics*

Basilio Castaldi

### *Psychology*

John Joseph Brockwell

## Candidates for the Degree of Master of Arts in Education

Philip Elwyn Arsenault

Phyllis Marie Bieberbach

Gertrude Minnetta Bryant

Timothy Francis Clifford

Mary Elizabeth Kennedy

Iver Laine

## Candidates for the Degree of Doctor of Philosophy

### *Economics and Sociology*

Harold Mansfield Hayward

Vishnu Vitthal Oak

### *History and International Relations*

George Edgar McReynolds

Leften Stavros Stavrianos

### *Geography*

Agnes Morgan Allen

Phil Edwards Church

Alfred Russell Oliver

Walter William Ristow

Carl Louis Stotz

## Honorary Degrees

|                         |                                    |
|-------------------------|------------------------------------|
| Samuel Flagg Bemis      | Presented by Dwight E Lee          |
| Samuel Paul Capen       | Presented by Philip H Churchman    |
| Tyler Dennett           | Presented by George H Blakeslee    |
| Henry Herbert Donaldson | Presented by Hudson Hoagland       |
| Stephen Duggan          | Presented by Samuel Van Valkenburg |
| Frederick Carlos Ferry  | Presented by Homer P Little        |
| Homer Gage              | Presented by Loring H Dodd         |

## Annual Collegiate Honors

### SENIORS

#### *First Honors*

Edwin Louis Goldberg

#### *Second Honors*

|                         |               |
|-------------------------|---------------|
| Henry Samuel Guterman   | Robert Person |
| Woodrow Charles Lodding | David Porter  |

### JUNIORS

#### *First Honors*

Joseph Nathaniel Goff

#### *Second Honors*

|                       |                          |
|-----------------------|--------------------------|
| William James Russell | Haskell Philip Wolkowich |
| Saul Reuben Stein     | Irving Jack Yetvin       |

### SOPHOMORES

#### *First Honors*

|                    |                     |
|--------------------|---------------------|
| Fred Hiland Howard | Ralph Roger Goodwin |
|--------------------|---------------------|

#### *Second Honors*

|               |                          |
|---------------|--------------------------|
| Bert Guterman | William Charles Herrmann |
|               | David Matthew Levenson   |

### FRESHMEN

#### *First Honors*

Amos Joseph Lessard

#### *Second Honors*

|                 |                    |
|-----------------|--------------------|
| Nason Day Carey | Elliot Samuel Wolk |
|-----------------|--------------------|

### EDMUND C SANFORD SCHOLARSHIP

Donald Harry McInnis

### PRENTISS HOYT PRIZE IN POETRY

Donald Henry Letendre  
For The Poem  
To A White Goddess

# CLARK UNIVERSITY

## Final Assembly of the 1937 Summer School

August 13, 8:30 p. m.

### I. The Summer Players, Clark University, Present:

#### AS YOU LIKE IT

By Shakespeare

(shortened)

#### DRAMATIS PERSONAE

|   |                                 |
|---|---------------------------------|
| Banished Duke .....                       | George Deering                  |
| Duke Frederick .....                      | Horatio Richardson              |
| Amiens {                                  | Lords attending banished Duke { |
| Jaques {                                  | George Knox                     |
|   | David Horne                     |
| Charles, the wrestler .....               | Harold Presson                  |
| Oliver {                                  | Sons of Sir Rowland de Bois {   |
| Orlando {                                 | Sidney Doane                    |
|   | Myles McAleer                   |
| Adams, servant to Oliver .....            | Reginald Lidstone               |
| Touchstone .....                          | James Lidgate                   |
| Corin, a shepherd .....                   | William White                   |
| William, a country fellow .....           | John Carruthers                 |
| Rosalind, daughter of banished Duke ..... | Esther Bowman                   |
| Celia, daughter of Duke Frederick .....   | Elsie Mattson                   |
| Audrey, a country wench .....             | Ruth Harmon                     |
| Lady in Waiting .....                     | Jean Nocchi                     |

SCENE: First, near Oliver's House; afterwards, the Forest of Arden.

(There will be no intermissions during the action of the play)

### II. Conferring of Degrees

President Atwood

#### Bachelor of Education

Annie Jean Brown  
Mary Agnes Daley  
Joseph Zoel Dubé  
Mary Dolores Hayden

Ella Olive Keene  
Roger Freeman Langley  
Lillian Antonia Loungway  
Ingeborg Marie Ohrn

Mary Etta Van Name

#### Master of Arts

*Geography*  
George Albert Beishlag  
Thomas Wilson Chamberlin  
Mary Curtis Hutchinson  
Merle Wentworth Myers

*History and International Relations*  
Harry Nathan Aizenstat  
Joseph Harry Feingold  
Paul Albert Varg

*All degrees awarded as listed -*





# SCHEDULE OF LECTURE AND RECITATION HOURS

| <i>Instructor</i> | 8            | 9             | 10             | 11             | 12             | Afternoon       |
|-------------------|--------------|---------------|----------------|----------------|----------------|-----------------|
| PRESIDENT ATWOOD  |              |               |                |                |                | Geography *200‡ |
| ILLINGWORTH       |              | English *23   | English 7      | English 5      |                | SS151†          |
| C. F. JONES       | Geography 14 |               |                |                |                | Geography *340† |
| EKBLAW            |              | Geography *23 |                | Geography *285 |                | Geography *350† |
| ATWOOD, JR.       |              |               | Geography *21  |                | Geography *281 | Geography *320† |
| BURNHAM           |              |               |                | Geography 191  | Geography 190  |                 |
| LEE               |              | History 120   | History *221   |                | History *291   |                 |
| BILLINGTON        |              | History *201  |                |                |                | History *355†   |
| BRANDENBURG       |              |               | Economics *210 | Economics 1    |                | Economics *32†  |
| V. JONES          |              |               | Education *202 |                | Education *311 |                 |
| POTTER            |              | Biology 11    |                | Biology 14     |                | Botany *300†    |

NOTE: All of the above courses are Summer School courses. The symbol "SS" before the numeral which distinguishes courses in Summer School from those given during the regular academic year is omitted. \*Courses suitable for graduate credit. †Time to be arranged. ‡Wednesday, 3-5.

## CALENDAR

|        |        |   |
|--------|--------|---|
| July   | 6      | Tuesday, 9 A.M.-12 M., Registration Day.<br>12 M. Opening Assembly.<br>8-10 P.M. Faculty reception to members of the Summer School.     |
| July   | 7      | Wednesday, 8 A.M. Lectures and recitations begin.   |
| July   | 8, 9   | 8:30 P.M. Summer Players in "Candle-Light" by Siegfried Geyer.  |
| July   | 13     | 8:30 P.M. Open lecture. "The Land of the Ancient Mayan Civilization in Guatemala." Illustrated. President Wallace W. Atwood.            |
| July   | 15, 16 | 8:30 P.M. Summer Players in "Fresh Fields" by Ivor Novello.   |
| July   | 20     | 8:30 P.M. Open lecture. "Adventures with Plants." Illustrated. Dr. David Potter.  |
| July   | 23     | 8:30 P.M. Summer Players present an evening of monodramas.  |
| July   | 27     | 8:30 P.M. Open lecture. "Social Democracy in Scandinavia." Illustrated. Dr. W. Elmer Ekblaw.  |
| August | 3      | 8:30 P.M. Open lecture. "Recent Developments in Poetry and Drama." Readings from representative poets. Professor Robert S. Illingworth. |
| August | 5, 6   | 8:30 P.M. Summer Players in "Night Must Fall" by Emlyn Williams.  |
| August | 13     | Summer session closes.<br>8:30 P.M. Final Assembly. Conferring of Degrees and dramatic production by Summer Players.                    |

All meetings will be held in the Jonas G. Clark auditorium unless announcement to the contrary is given.

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## COMMITTEE ON THE SUMMER SCHOOL

THE PRESIDENT OF THE UNIVERSITY  
THE DIRECTOR OF THE SUMMER SCHOOL  
MESSRS. BLAKESLEE, VAN VALKENBURG, BRANDENBURG

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The Bulletin is published in January, March, May, October and December.  
Entered as second-class matter, December 29, 1920, at the Post Office at Worcester, Mass., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized January 24, 1921.

## OFFICERS OF INSTRUCTION AND ADMINISTRATION

- WALLACE WALTER ATWOOD, PH.D. . . . . *Geography*  
 President of Clark University and Director of the Graduate School of  
 Geography, Clark University.
- ROBERT S. ILLINGWORTH, A.M., ED.M. . . . . *English*  
 Director of the Summer School and Associate Professor of English, Clark  
 University.
- CLARENCE F. JONES, PH.D. . . . . *Geography*  
 Professor of Economic Geography, Clark University.
- WALTER ELMER EKBLAW, PH.D. . . . . *Geography*  
 Professor of Geography, Clark University.
- WALLACE WALTER ATWOOD, JR., PH.D. . . . . *Geography*  
 Assistant Professor of Physiography and Regional Geography, Clark University.
- GUY H. BURNHAM, A.M. . . . . *Cartography*  
 Cartographer, Clark University.
- DWIGHT E. LEE, PH.D. . . . . *History*  
 Associate Professor of Modern European History, Clark University.
- RAY ALLEN BILLINGTON, PH.D. . . . . *History*  
 Assistant Professor of History, Clark University.
- SAMUEL J. BRANDENBURG, PH.D. . . . . *Economics*  
 Professor of Economics and Sociology, Clark University.
- VERNON JONES, PH.D. . . . . *Education*  
 Associate Professor of Educational Psychology, Clark University.
- ~~DAVID POTTER, PH.D.~~ *Walter H. Hodge, M.S.* *Biology and Botany*  
~~Associate Professor of Biology, Clark University.~~ *Mass. State College*
- HAROLD W. ROSS, A.B. . . . . *Assistant in Dramatics*
- LYDIA P. COLBY . . . . . *Recorder*
- FLORENCE CHANDLER . . . . . *Bursar*

## THE SUMMER SCHOOL AT CLARK UNIVERSITY

Clark University is now laying special emphasis on fields of study that lead to a better understanding of national and international problems. Geography, Economics, and History and International Relations are of fundamental importance to all students interested in the solution of the larger problems now before the world.

The Summer School program is concentrated in a few closely related departments of study—Geography, History, Economics, English, Education, Biology, and Botany. The rich library resources of these fields give opportunity for wide reading.

The work of the Summer School is intensive. Courses meet five times a week. Three courses are considered a full program. Many students will find it advantageous to concentrate all their energies on the work of two courses or even on a single course.

### LOCATION AND BUILDINGS

Clark University is located on Main Street about a mile and a quarter southwest of the City Hall. Trolley cars and buses run directly past the University. Taxicab service is available at moderate price.

The office of the Summer School is located in the Jonas G. Clark Hall, which contains also the general offices of the University. Most of the exercises of the Summer School are held in this building. The office of the President of the University and the Geography workroom are in the Geography Building where some classes are held.

All the classroom, library, and laboratory facilities of the University, so far as they pertain to the subjects of instruction offered, are at the disposal of students of the Summer School.

### THE LIBRARY

The Library of the University was provided with a generous endowment by the founder of the Institution, and affords favorable opportunities for study and research. The Library now owns more than 140,000 bound volumes and pamphlets, and the Reading Room receives more than 500 journals. All the privileges of the Library are open to all members of the University, and each member has direct access to every book and journal.

In addition to the library facilities provided by the University, students may avail themselves of the privileges of other excellent libraries in the city. The Worcester Public Library contains 250,000 volumes. The Library of the American Antiquarian Society, housed in the national headquarters of the Society in Worcester, contains more than 500,000 volumes and pamphlets. These libraries are pleased to serve Summer School students.

## ADMISSION TO THE SUMMER SCHOOL

Graduates of colleges, technical schools, normal schools, or secondary schools, college students, and teachers in schools of any grade are admitted as a matter of course upon application. Other applicants are admitted upon approval of their qualification for the work which they desire to do.

Students in the College Division of Clark University who desire to have work done in the Summer School credited toward an A.B. degree are required to obtain the approval of the College Board.

## REGISTRATION

Persons who desire to enter the Summer School should detach and fill out the application form which is printed at the end of this BULLETIN and forward it, with the registration fee of two dollars, to the Clark University Summer School. The amount of the registration fee will be deducted from the tuition fee when the latter is paid. Checks should be made payable to Clark University.

The registration of all students in all courses should be completed on July 6. To this end students should, as far as possible, determine before the opening of the session, through personal conference or correspondence with the Director, or the various instructors, the courses in which they expect to register.

Formal registration will take place between 9 A.M. and noon on Tuesday, July 6, in Jonas G. Clark Hall. All instructors will be on hand for consultation and for signing registration cards between these hours. The opening assembly of the Summer School will be held in the Auditorium, July 6, at twelve o'clock. Class work will begin promptly on Wednesday morning.

## CREDIT FOR WORK DONE

Some of the courses of instruction in the Summer School are of college grade, others are strictly graduate courses, and many are equally suitable for advanced undergraduates or graduate students.

Unless otherwise announced, each course is designed to cover the equivalent of two semester hours of credit, and is so credited when applied toward a degree in Clark University. Three courses constitute a full schedule; a maximum of four courses may be taken, but only with the consent of the Director. With the consent of the instructor, students may attend other classes as auditors.

A certificate, with a statement of courses taken and grades received, will be furnished at the close of the session to all students who desire it. In order to obtain a prompt report, students should leave a stamped

and addressed envelope at the Recorder's office during the last week of the session.

Summer School courses may be applied toward the fulfillment of the requirements for the degree of Bachelor of Arts, Bachelor of Education, Master of Arts, or Master of Arts in Education, *subject to the general regulations of the University.*

#### TUITION AND FEES

Students taking two or three courses pay a fee of thirty-five dollars; those who desire to take but one course may do so upon payment of a fee of twenty dollars, which entitles them also to all special privileges of the Summer School. The same charge is made whether students register as auditors or for credit. Students who take a fourth course for credit, will pay an additional tuition fee of \$10, to be paid as a separate item by the end of the second week of the term.

Students registering in the Summer School who have not previously been enrolled in Clark University are required to pay a matriculation fee of five dollars. The fee is paid only once and is not returnable.

Tuition may be paid at any time before 5 P.M. of Friday, July 9. Checks should be made payable to Clark University.

#### BOARD AND ROOMS

A few rooms are available for women in the Faculty House. The college dormitory will be reserved for men. Reservations may be made by correspondence. Good rooms may be had in private homes near the University at \$3 to \$5 per week. Meals, at moderate prices, may be secured in the vicinity of the University. A list of desirable rooms will be sent on request.

If there is sufficient demand, the college dining-hall will be opened.

#### BACHELOR OF ARTS DEGREE

Students who have been admitted to the Undergraduate Department of the University may secure not more than six semester hours of credit toward the Bachelor of Arts degree in any one summer session on condition that permission be secured in advance from the College Board and that programs of study be approved by the Dean of the College.

#### THE BACHELOR OF EDUCATION DEGREE

The degree of Bachelor of Education is offered primarily to teachers, both men and women. A two-year Normal School course or its equivalent is a prerequisite for admission to candidacy and a year of teaching experience is a prerequisite for the degree.

Candidates for this degree may earn the necessary residence credit by attendance at the Summer School or by enrolling in extension courses offered at the University during the regular academic year, or in such regular university courses as may be open to them.

*Women who are candidates for this degree will usually not find it possible to secure a full program of courses during the regular academic year.*

A normal program for Summer School students consists of three courses, each yielding two semester hours of credit. Two extension courses, each yielding two semester hours of credit, constitute a normal program for teachers in service. Credit toward the degree may also be earned in connection with the field trips offered by the Summer School, but credit so earned may not be used to reduce the minimum residence requirement of 30 semester hours.

Courses designated as "College Courses for Adults" are offered during the regular academic year on Saturday morning and on certain afternoons for the convenience of candidates for this degree who are teaching in or near Worcester. By taking advantage of these courses it is possible for a teacher to complete in four years the equivalent of a year of study in residence.

The general administration of regulations applying to the degree of Bachelor of Education is lodged with the Committee on College Courses for Adults and Special Students. The regulations applying to this degree are summarized in the following paragraphs.

1. **ADMISSION REQUIREMENTS.** The completion of a standard two-year course in a Massachusetts State Normal School, or the reasonable equivalent of such a course.

2. **REQUIREMENTS FOR THE DEGREE:**

- a. At least one year's teaching experience.
- b. At least 30 semester hours of credit earned *in residence* at Clark University.
- c. 120 semester hours of college credit, including advanced standing based upon the admission requirements.
- d. Requirements in particular subjects:
  - (1) Six semester hours in Psychology or Education taken after the completion of the two-year Normal School course.
  - (2) Six semester hours of Laboratory Science taken after the completion of the two-year Normal School course.
  - (3) Ten semester hours of English, which may be taken in whole or in part in the Normal School course.
  - (4) Ten semester hours in foreign language, which may be taken in whole or in part in the Normal School course.
  - (5) Twelve semester hours of Economics, Geography, Government, History, or Sociology, at least six of which must be taken after the completion of the two-year Normal School course.

3. **STANDARD OF SCHOLARSHIP.** The same standard of scholarship is required of candidates for this degree as for the degree of Bachelor of Arts.

4. **ADVANCED STANDING:**

- a. Credit of 54 semester hours will normally be given for the standard two-

year course in a Massachusetts State Normal School. This may be reduced in special cases.

- b. Credit will be allowed for work done at other Universities, Colleges or Normal Schools, subject to reasonable regulations.
- c. Not more than 30 semester hours credit may be allowed for home study or extension courses other than the extension courses offered by Clark University expressly for candidates for this degree. The acceptance of any work of this type is subject to the approval of the Committee.

5. LAPSE OF CANDIDACY. By vote of the committee on the degree of Bachelor of Education candidacy terminates automatically whenever for a period of two years or more a candidate has failed to complete any course in Clark University yielding credit toward the degree. A candidacy terminated under this rule may be renewed by action of the committee, and such renewal may involve a revision of allowances previously made, both in respect to total credit, and requirements in particular subjects.

Inquiries regarding the degree of Bachelor of Education should be addressed to the Recorder of the University.

SPECIAL COURSES FOR TEACHERS. In keeping with its long established policy, Clark University offers a series of College Courses for Adults designed both in respect to content and time of meeting for teachers in the public schools of Worcester and the surrounding region. These courses are also open to the general public. When occasion arises the subject of aims and methods of teaching is treated in some of these extension courses.

#### THE MASTER OF ARTS DEGREE

A student admitted to full graduate standing may satisfy the minimum residence requirement for the Master of Arts degree by attending six summer sessions of six weeks each, and taking a normal program made up exclusively of graduate courses approved by the department in which the student is seeking the degree. The minimum residence requirement may be met in five sessions, if the Master's thesis is prepared outside summer session periods under the supervision of the department in which the student is a candidate for the degree. In this case, the degree will be conferred not earlier than the June commencement following the completion of the fifth summer session of attendance.

Persons who wish to become candidates for the Master's degree beginning with a summer session, should take up correspondence promptly with Dr. H. Donaldson Jordan, Secretary of the Graduate Board, Clark University. Application blanks with directions for making application for graduate standing will be furnished on request by the Secretary of the Graduate Board. Formal admission to graduate work by the department in which the student seeks the degree should then be secured in advance of the opening of the summer session.

A person who has already entered upon graduate work should ar-

range his program for the summer session of 1937 by correspondence with the department in which he is a candidate for a degree.

#### THE DEGREE OF MASTER OF ARTS IN EDUCATION

In February, 1936, the Trustees of the University voted the establishment of a Department of Education which will give work leading to the degree of Master of Arts in Education. The work of the Department formally began at the opening of the academic year 1936-1937, but courses satisfactorily completed in the 1936 summer session by properly qualified students will count toward this degree. The Department will also offer courses which may be counted toward a Bachelor's degree.

*Residence Requirement.* The residence requirement for this degree of Master of Arts in Education is the same as for the Master of Arts degree, which usually means, in the case of Departments which offer work in the Summer School, that not more than one-half the courses for the degree may be taken in summer sessions. Extension course credits may not be counted in fulfilling the requirements for the Master of Arts degree in Education. However, many regular courses which will normally be taken toward this degree will be scheduled in late afternoons and Saturdays in the regular academic year. These will count toward the satisfaction of regular residence requirements.

*Course Requirements.* The student working toward the degree of Master of Arts in Education will be expected to elect one of the following groups of studies as the field in which he wishes to teach: (a) mathematics and natural sciences; (b) history and other social sciences; (c) ancient and modern foreign languages; (d) English, alone or in combination with some related subject.

Prior to receiving the degree, the candidate must have completed not less than five year-courses in one of the above groups, or in a combination of groups approved by the Department of Education. At least one year-course of the five must be taken during residence for the advanced degree and be passed with a grade which will carry graduate credit. In addition to the above requirement in the subject-matter field, 16 semester hours of graduate work in Education will normally be required of the candidate during residence. Also, the student must present a thesis, or special report, in which he demonstrates not only his grasp of the subject-matter which he plans to teach but also a mastery of the educational principles necessary for such teaching. Work in addition to the above requirements, either

in a subject-matter field or in Education, or both, may be required if this seems necessary for the adequate preparation of the candidate.

*Admission.* Students whose first connection with the Graduate School of the University is in the summer session will not be formally considered as candidates for classification as regular graduate students until after a summer in residence. Students with a better-than-average record from their undergraduate college and who make superior grades at Clark may expect to be accepted as regular graduate students.

*Courses for Graduate Students.* The following courses carrying graduate credit in Education are to be offered in the summer session of 1937.

Individual Differences and Educational

Adjustments

DR. VERNON JONES

Educational Guidance

DR. VERNON JONES

Oral Interpretation of Literature

PROFESSOR ILLINGWORTH

*Courses for Undergraduate Students.* Students working toward a Bachelor's degree may register for any of the above courses with the permission of the instructor.

#### THE SUMMER SCHOOL ASSOCIATION

The Summer School Association was organized by the students at the first session of the Summer School in 1921. The Association promotes the social activities of the school during the summer session and holds an annual reunion during the year. Every student is urged to participate in the activities of the Association as they develop during the term.

#### SUMMER TOURIST RAILROAD RATES

Summer Tourist Railroad Rates from Chicago and places west of Chicago will probably be in effect from June to October. Inquiry should be made at local ticket offices.

#### THE SUMMER SCHOOL ROSTER

The names of students of the Summer School, with their home addresses, will be found in the General Catalogue of the following academic year. Students who desire a list should write to the University after February 1, of the following year.

## DEPARTMENT ANNOUNCEMENTS

*The right is reserved to withdraw any course listed in the event of a registration too small to justify its being given.*

*Courses marked with an asterisk (\*) may be taken for graduate credit.*

### GEOGRAPHY

The courses in geography announced here include undergraduate and graduate courses in the several phases of the subject. Certain fundamental courses are offered every summer. Others are given every other year or occasionally.

Students whose assignments involve the preparation of maps or who wish to practice map-making will appreciate the opportunity for special help by the cartographer, Mr. Guy H. Burnham, in the geography workroom.

Field trips to Cape Cod and other points of geographic interest in New England are planned for those who wish to see more of this section of the country.

**\*SS200. Seminar in the Organization and Teaching of Geography.** *Wednesdays 3-5, 1 hour credit.* PRESIDENT ATWOOD

**SS14. II Economic Geography.** A study of the relation of physical and economic conditions in the mining, manufacturing, and trade of the world.

*Daily, except Saturday, at 8.* DR. C. F. JONES

**\*SS23. Elements of Soils Geography.** A study of the geographic evolution and classification of soils, of the essential elements of soil formation, and of the rôles soil plays in geographic interpretation, with particular emphasis upon the soils of the United States.

*Daily, except Saturday, at 9.* DR. EKBLAW

**\*SS285. Geography of Modern Europe.** A regional analysis of the geographic relationships affecting the internal and international problems which the nations of Europe face today.

*Daily, except Saturday, at 11.* DR. EKBLAW

**\*SS21. Principles of Physiography.** A study of land forms, their origin, recognition, and significance to modern geography. An analysis of physiographic processes. Training in map interpretation.

*Daily, except Saturday, at 10.* DR. ATWOOD, JR.

**\*SS281. Regional Geography of North America.** A treatment of the physical, economic, and cultural factors of the environment and their significance in the growth of North American Nations.

*Daily, except Saturday, at 12.* DR. ATWOOD, JR.



WALLACE W. ATWOOD  
Physical and Regional Geography

DOUGLAS C. RIDGLEY  
Geography in Education

CLARENCE F. JONES  
Economic and Commercial Geography

W. ELMER EKBLAW  
Agricultural Geography and  
Anthropogeography

## CLARK UNIVERSITY

SCHOOL OF GEOGRAPHY  
WORCESTER, MASSACHUSETTS

S. VAN VALKENBURG

Climatology and Regional Geography

WALLACE W. ATWOOD, JR.

Physiology and Regional Geography

GUY H. BURNHAM

Cartographer

JULY 23, 1937

Mrs. Colby  
Clark University

Dear Mrs. Colby:

At a Staff meeting yesterday after-

noon the Staff voted to change Geography 320 to

Clarence F. Jones  
Lieut. Col. J. G. Jones  
Secretary of the Staff of the  
School of Geography

CFJ  
#C

O. R.  
N. D. J.



**SS190. Mathematical Geography.** A study of the earth's form, size, and motions; its relations to the other bodies of the Universe; latitude and longitude; seasons; zones; tides; almanacs; time; calendars; surveying; navigation and changing length of day and night with practical applications to map making.

*Daily, except Saturday, at 12.*

MR. BURNHAM

**SS191. Graphics and Cartography.** A course in the construction of graphs and maps designed to aid teachers in becoming acquainted at first hand with the most effective methods of presenting geographic material in graphic form.

*Daily, except Saturday, at 11.*

MR. BURNHAM

**\*SS20. Research in Physiography and Regional Geography.** For properly qualified graduate students.

DR. ATWOOD, JR.

**\*SS340. Research in Economic and Regional Geography.** For properly qualified graduate students.

DR. C. F. JONES

**\*SS350. Research in Soils and Human Geography.** For properly qualified graduate students.

DR. EKBLAW

#### HISTORY

**SS120. European Government and Politics.** A study of democracy and dictatorship in Europe with emphasis upon recent developments and upon the situation in Spain.

*Daily, except Saturday, at 9.*

DR. LEE

**\*SS221. Postwar International Relations of Europe.** Some attention will be given to the issues and problems involved in international relations as a background for understanding the course of events in Europe since the World War.

*Daily, except Saturday, at 10.*

DR. LEE

**\*SS291. Russia in the 19th and 20th Centuries.** The history of Tsarist Russia beginning with the reign of Alexander I and of Soviet Russia with emphasis upon internal developments.

*Daily, except Saturday, at 12.*

DR. LEE

**\*SS201. Social and Intellectual History of the United States, 1607-1825.** This course will trace the evolution of American life through the Colonial period to the close of the Revolutionary epoch. Economic movements, humanitarian reforms, and religious developments will be stressed as well as intellectual and artistic progress.

*Daily, except Saturday, at 9.*

DR. BILLINGTON

**\*SS355. Research in the History of the United States.** Open to properly qualified graduate students who are engaged in a particular

research problem or who wish guidance in the study of some special field of interest. DR. BILLINGTON

## ECONOMICS AND SOCIOLOGY

**SS1. Principles and Methods of Economics.** An intensive study of the economic principles underlying the activities of a modern community; methods of presenting these materials to students at the High School level; relation of economic principles to other "social studies." Readings, discussions and written tests.

*Daily, except Saturday, at 11.*

DR. BRANDENBURG

**\*SS210. Economic and Social Reform Programs.** An historical and critical study of the "isms", ancient and modern, whereby men have sought to attain "the more abundant life." Recent European and American experiments seeking a higher degree of economic and social security are emphasized. Methods of adapting the material to secondary school uses are suggested. Readings, lectures and discussions. *Daily, except Saturday, at 10.*

DR. BRANDENBURG

**\*SS32. Research in Selected Economic and Social Problems.** For properly qualified graduate students.

DR. BRANDENBURG

## ENGLISH AND DRAMA

**SS7. American Drama.** A survey of American drama from 1767 to the present day. After a brief survey of early American drama, the emphasis will be placed upon recent developments of modern dramatists. *Daily, except Saturday, at 10.*

PROFESSOR ILLINGWORTH

**SS5. Stagecraft.** The course is designed primarily to give training in dramatic expression. Further, it takes into consideration the allied arts of the theatre, the function of stage settings, the procedure in mounting a play, the evolution of the design through sketches and miniature models, costumes, properties, make-up, pantomime, rehearsals, directing, choice of play, and theatre organization and management. The student is familiarized with all the responsibilities of play production. In so far as possible, members of this class will be chosen for the productions of the summer theatre.

*Daily, except Saturday, at 11.*

PROFESSOR ILLINGWORTH AND MR. ROSS

**\*SS23. Oral Interpretation of Literature.** The purpose of this course is to develop ability to read aloud in a simple, intelligent, and expressive manner. The materials will be drawn chiefly from prose and poetry of assured literary value, with a view of gaining through oral interpretation an added appreciation of literature. Elementary

voice training. A study of the best textbooks and readings in poetry, drama, and short story are a part of the course.

*Daily, except Saturday, at 9.*

PROFESSOR ILLINGWORTH

**SS151. Playwriting.** A seminar course in the writing of the one-act play. Open to a limited number of students.

PROFESSOR ILLINGWORTH

## EDUCATION

**\*SS202. Individual Differences and Educational Adjustments.** The course will include a study of mental and personality problems and difficulties of children, with special emphasis on preventive and remedial procedures.

*Daily, except Saturday, at 10.*

DR. V. JONES

**\*SS311. Educational Guidance.** A survey of the main points of view and techniques of educational diagnosis and guidance in junior and senior high schools.

*Daily, except Saturday, at 12.*

DR. V. JONES

**Note: See English \*SS23.**

## BIOLOGY AND BOTANY

**SS11. The Plant Kingdom.** An introduction to the field of botany. A brief survey of the major groups of the plant kingdom with special emphasis upon type specimens. A laboratory fee of \$2.00 is required.  
*Tues., Wed., Th., Fr. at 9, and one laboratory period Monday afternoon.*

*Mr. Hodge* ~~DR. POTTER~~

**SS14. The Identification of the Flowering Plants.** A course designed to introduce the student to the method of identifying plants. Emphasis will be placed upon the local flora. A laboratory fee of \$2.00 is required.

*Mon., Tues., Th., Fri., at 11, and one laboratory period Wednesday afternoon.*

*Mr. Hodge* ~~DR. POTTER~~

**\*SS300. Research in Systematic Botany** *Mr. Hodge* ~~DR. POTTER~~

## FRENCH AND GERMAN

While no provision is made for regular courses in French and German, students who wish to pursue either or both of these languages during the Summer Session may make arrangements to do so. A skilled instructor is available for lessons in French and German to individuals or groups at moderate cost. The lessons, if desired, will be given at the University. The work in these languages will be adapted to the individual needs of the students whether for elementary or advanced work or for a reading knowledge of scientific works. Further information will be given on request.

TO THE CLARK UNIVERSITY SUMMER SCHOOL:

I wish to enroll as a student in the Summer School for 1937, and enclose with this the Registration fee of two dollars.

Name .....

Address .....

Date .....

Occupation during the past academic year .....

.....

.....

Graduate of what college, normal school, or other educational institution, with date of graduation?

.....

.....

.....

---

TENTATIVE LIST OF SUMMER SCHOOL COURSES WHICH APPLICANT DESIRES TO ENTER

.....

.....

.....

.....

.....

.....

..... (Describe by Subject and Number, i.e., Geography 101)

Have you been accepted as a candidate for a degree? .....

At what institution? ..... What degree? .....

Have you ever attended the Clark University Summer School? .....

If so, what was year of last attendance? .....

*The First*  
**FIFTY YEARS**

*An Administrative Report*

By WALLACE W. ATWOOD



**CLARK UNIVERSITY**  
*Worcester, Massachusetts*

**JUNE, 1937**







*The First*  
FIFTY YEARS

*An Administrative Report*

By WALLACE W. ATWOOD



CLARK UNIVERSITY

*Worcester, Massachusetts*

JUNE, 1937



## FOREWORD

**F**IFTY YEARS have passed since the founding of Clark University and as we look forward to the second fifty years of service it seems appropriate to place on record some of the more important events that have marked the history of the institution, to consider our present situation and the outlook.

Those who have been identified with the administration of the University and all those who have coöperated in establishing and maintaining the standing of the institution in the educational world have much for which to feel grateful and many reasons for encouragement. In the laboratories of this University many significant scientific discoveries have been made that have added to the stock of human knowledge; more than one thousand scholarly books have been published by the different members of the faculty; and several hundred of the Alumni have moved on to positions of eminence in the learned professions. Clark is today represented by its Alumni in the faculties of more than 250 colleges and universities in this country, and in twenty-five universities in foreign lands. There are about eight hundred who have received degrees from the graduate division, and about thirteen hundred from the undergraduate, or collegiate, division of the institution.

Throughout the history of Clark there has been maintained a high ideal of scholarship. That is reflected in the work of the faculty and of the Alumni. Each year those who are admitted into the graduate division are carefully selected from a large number of applicants. We cannot take care of all who wish to come. They come from universities scattered throughout this

land and many come from foreign countries in order to take advantage of the opportunities offered at Clark. Although a comparatively small university it is known throughout the academic world and everywhere held in high esteem.

Those who are admitted into the undergraduate division are also carefully selected. Within the last few days I have received a report from a scholastic aptitude test given to the Freshmen who entered college last fall in 304 of the best known of American institutions of higher learning. The rating of those Freshmen, taking the same tests throughout the country and graded by the same markers, disclose the fact that the Clark entering class stands 24th from the highest in the group of 304. The differences between the grades secured by those in the upper brackets are very slight. Clark may well be proud of having attracted and admitted a group of young men who are evidently well equipped to profit by the advantages offered in a university. Their record in that examination reflects great credit upon the public high schools for few of our college students come from the private preparatory schools.

Our records show that during the last five years 46 per cent of those completing the undergraduate course at Clark have moved on into graduate studies. That reflects an interest in scholarly work which was undoubtedly in part inspired by the work offered here at the University. Those young men have been admitted into many of the best graduate schools of this country. Some have moved on into medical schools, others into law schools, and many into the graduate schools of arts and sciences.

During the last few decades colleges have passed through a remarkable series of changes in the emphasis which is placed upon the different fields of learning. The demand for work in the ancient languages has almost disappeared. We seldom have a student entering as a Freshman who has had any Greek and very few who have had Latin. During the last few years but three or four students on the average have indicated a strong

desire to undertake or to continue studies in either of these languages. There is a magnificent opportunity, however, for the classicists to offer work in English dealing with the literature of the Greeks and Romans, or with the history of civilization in the Mediterranean region. Through the reading of good translations under the guidance of men who are thorough students of the Ancient languages, much of the cultural value of the classics can be salvaged in the liberal arts colleges.

The demand for mathematics in liberal arts colleges has decreased very notably, and we recognize that shift at Clark. There are, however, a considerable number who wish to be well prepared in mathematics in order to proceed further with their studies in the natural sciences. The call for work in physics, chemistry and biology continues to be strong. A large number of students elect to major in these fields. Some of these students plan to go directly into industry, others plan to go to medical schools. The demand for work in psychology is not very large in the college but it has maintained a high standing in the graduate division of the University. All students who major in education are required to take considerable work in psychology. Beginning in the fall of 1937, work will again be offered in philosophy and we shall watch with interest the success of that project.

A strong demand has come for additional work in the social sciences. Our departments of history and international relations, economics and sociology, and geography are now the most densely populated. During the present year the registrations in geography, both in the undergraduate and graduate divisions, have been larger than in any other department. The registrations in history and international relations are commonly about the same as in geography, and in some years the field of history and international relations attracts a larger number of graduate students than does the field of geography. They are close competitors and they are so closely associated that some graduate students major in one of these fields and minor in the other. The two

departments coöperate, frequently holding joint seminars in which a problem of national or international importance is attacked both from the geographic and historic standpoints. These seminars have been exceedingly successful. Our plans for coöperation might well be extended to include work in economics. There is an excellent opportunity for the establishment at Clark of an institute in which students interested in national and international problems could receive a broad training, fitting them for service in the general field of social science, and particularly for dealing with many of the modern world problems in which political science, economics and geography are intimately associated.

Throughout the history of this University the financial affairs have been most carefully managed. The endowment funds have been maintained in full, and many of the special funds that have been given to the University have been increased in value many-fold. The institution has always maintained a balanced budget and paid all expenses from income. It has never drawn upon the principle, or turned to friends to make up a deficit. During the last five years, when all institutions of higher learning have been passing through a period of stress because of reduction in income and when most of the faculty groups in this country have had their salaries reduced 10, 20, 30, and some as much as 48 per cent, when many institutions have found it necessary to dismiss a number of their staff, Clark has not reduced any salaries or wages nor has it dismissed any one because of the financial depression. We have made some advances in salaries. This policy has been made possible through the practice of strict economy and the reduction to a minimum of every other form of expense. We have actually suffered for need of more funds in the equipment and maintenance of our scientific laboratories, and in making physical improvements in the plant. We have withdrawn the system of sabbatical leaves temporarily, and we have withheld certain funds that were previously available for helping faculty

members to attend meetings of their national societies in other parts of the country.

According to an exhaustive study made by Trevor Arnett, of the General Education Board, the income from endowment funds held by the leading universities of this country has fallen, on the average, during the last few years, from 5.2 to 3.8 per cent. That has already crippled many privately endowed institutions, and presents very serious problems for the future. In order to equal former income for maintenance we must all look forward, either to generous gifts, or to an increase in income from tuition. We do not wish, at Clark, to increase the tuition per capita, but we should welcome another 100 or 200 well prepared men who wish to secure a first class education at a very modest cost. Figures have recently been published which indicate that in several of the New England colleges a man living away from home must count on expenses in going to college of \$1100 to \$1200 each year. At Clark, with our low tuition charges, we can reduce that cost to about \$700, and a student will have an attractive, comfortable room, first class board, and be able to enter into various extra-curricular activities which add greatly to the advantages of college life. A student who lives at home may attend Clark at a cost of not more than \$300 per year.

Toward the close of this report in the section entitled, "University Funds," a summary will be found of the financial affairs of the University as they stand today. There also will be found a statement of the gifts which have been made to the University during the present administration and since the reorganization of the college and graduate divisions as a single educational unit.

Two accomplishments of the last few years deserve special mention. There has been developed in the Alumni body a real enthusiasm for the University and a desire to help. Men and women in that group are recognizing, as the years pass, how much the training which they received here has meant to them and they are taking a larger and larger responsibility in helping

the institution. The organization of the various Alumni clubs and the cultivation of this enthusiasm is due in large measure to the executive secretary of the Alumni Association, and to certain of those who have held important offices in that Association. The determination of the group to go ahead with the new gymnasium project is a concrete illustration of the spirit which is dominating. A description of the new gymnasium and a summary of the financial situation appears in a later section of this report.

The other notable accomplishment is represented by the response which the citizens of Worcester and vicinity have made when invited, for the first time, to support the University in a fund-raising campaign. We had not realized how firmly and strongly the University had established itself in the affections of people in Worcester, nor had we realized how much the people in this community respected and honored the University. In their generosity and in their desire to attend various programs at the University we have found much for which we are deeply grateful. As the years pass I believe the affection of the Alumni and the high respect and interest of the citizens of Worcester will prove to be two of the greatest assets which the University can have.

We are, I believe, entering upon a new era in the history of Clark. With the erection of the gymnasium and the addition to the library, which will include a new and modern auditorium, we shall have met the most pressing needs in the physical equipment of the institution. These have long been recognized as very desirable elements in the physical plant. The gymnasium should make the institution far more efficient in its work with all of our undergraduate students. It will serve also as a social center where the club life of the college men may be centered. It should make the institution attractive to a larger and larger number of first class young men. The addition to the library will provide facilities for growth during the next fifty years and make possible a much better administrative plan in the conduct of the library. The addition to the library building will provide a number

of supplementary rooms which will be of great value in the conduct of the work of the institution. We plan to have there a suitable room for faculty meetings and graduate seminars, an appropriate room for the meetings of the Board of Trustees, and also a room which may be dedicated to training in music and music appreciation. The auditorium will meet a long-felt need. We have had no place where we could accommodate all who wished to attend certain exercises. We have had no hall where university programs could be carried out with suitable dignity or impressiveness. We have had no hall that was readily accessible or attractive.

I trust that with these buildings completed we shall find that the trustees, the faculty, the students, the alumni and the citizens of Worcester will have a greater feeling of pride in the University and a sense of satisfaction in the accomplishment of a task which at this period in the history of the country must be recognized as especially difficult. Money-raising is never an easy project, and this time with increases in taxation, with reduction in incomes, rising costs of living, and a feeling of uncertainty in the minds of most people, the problem has been particularly difficult. Nevertheless, we have carried on with courage and are now in a position to see the work completed. Clark will move forward.

I wish here to acknowledge the help of several members of the University staff who have prepared portions of this report. Their names will be found associated with the sections which they have contributed.

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|                                 |                                 |
|---------------------------------|---------------------------------|
| CLARK, JONAS GILMAN, 1887-1900  | ESTABROOK, ARTHUR E., 1904-1919 |
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| RICE, WILLIAM W., 1887-1896     | PARKER, HERBERT, 1907-          |
| SWAN, GEORGE, 1887-1900         | GARVER, AUSTIN S., 1908-1918    |
| SALISBURY, STEPHEN, 1887-1905   | AIKEN, ALFRED L., 1910-1929     |
| GOULDING, FRANK P., 1887-1901   | RUGG, ARTHUR P., 1910-          |
| SARGENT, JOSEPH, 1887-1888      | THURBER, CHARLES H., 1913-      |
| DEVENS, CHARLES, 1887-1891      | BUTTRICK, STEDMAN, 1920-1925    |
| COWLES, EDWARD, 1889-1908       | MIRICK, GEORGE H., 1920-        |
| GAGE, THOMAS H., 1891-1909      | WASHBURN, FREDERIC B., 1925-    |
| HOAR, ROCKWOOD, 1900-1906       | BULLOCK, ALEXANDER H., 1926-    |
| CLARK, CHARLES H., 1900-1908    | FELTON, LEON E., 1930-          |
| MOEN, PHILIP W., 1901-1904      | DEWEY, FRANCIS H., JR., 1934-   |
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JONAS GILMAN CLARK  
*Founder of the University*

## AN HISTORICAL SKETCH OF CLARK UNIVERSITY

By GEORGE H. BLAKESLEE

IFTY YEARS AGO, in 1887, a charter was granted to Clark University and work on its first building was begun. When Jonas G. Clark announced his financial pledges for the new institution—a million dollars in buildings and money; half a million in real estate, library and works of art; and still a further half million contingent on gifts from others, the trustees in their letter of appreciation said: "We cannot adequately convey to you the profound feeling of gratitude which is entertained by the community whose moral and intellectual well-being this princely benefaction is intended to promote. It is the largest single charitable gift ever made by a person in New England, and with very few exceptions the largest ever made, by a private person in his lifetime, anywhere in the world." But large as was this endowment, especially as judged by the financial standards of the time, Mr. Clark, as well as the trustees, realized that it was not adequate for the support of a modern university. He made the half million dollars which he proposed to give for professorships, conditional on gifts of an equal amount from others; and he wrote to the trustees, "We shall at all times need additions to the endowment fund." He regarded his benefaction as the financial foundation of the new University, but he counted on the assistance of others for the erection of the complete educational structure which he envisaged.

Jonas Gilman Clark was a characteristic New Englander who by his own ability and efforts acquired a fortune. He was born in Hubbardston, Worcester County, February 1, 1815, seventh in descent from the founder of the family who reached Massachu-

setts Bay during the first decade of its settlement. He was proud of his ancestors; they were all substantial farmers and some of them held official positions; one was twice a delegate to the provincial Congress of Massachusetts. His boyhood was spent on his father's prosperous farm, with his seven brothers and sisters. His education was meager—as was usual in rural Massachusetts a century ago; but the teaching of the district school was supplemented by his mother, who read evenings to the children, and by his own reading, which led to his early collection of a small library. At sixteen he started to learn the trade of a wheelwright and at twenty-one set up in business for himself. After that nearly every venture he undertook was a success. He made carriages and chairs; then manufactured tinware; later sold hardware and building materials; in 1851, after the gold rush to California, shipped staple goods and miners' supplies to the Pacific Coast; in 1853, moved to San Francisco, where he soon became one of the largest and most successful merchants on the Coast; later invested in real estate in San Francisco; during the Civil War, worked for the Union cause and bought Government bonds; about the time the war was over, moved to New York City and purchased more real estate; and finally came to Worcester to make here his permanent home—one of the wealthiest men in New England.

His fortune was the result of his intense energy, resourcefulness, unremitting work—often fifteen or sixteen hours a day—personal management of all his affairs, far-sightedness, and keen business judgment—he once sold to John D. Rockefeller real estate in New York from which he made a profit on a single transaction of \$170,000. His ability and his tastes, however, were not limited to business. He was fond of travel and made five extended visits to Europe; he liked the theater, opera and music; he read widely and collected books and manuscripts; and he interested himself especially in libraries and universities.

For upwards of twenty years he had in mind the founding

of a university, and he obtained much information, both in Europe and in this country, regarding the organization of colleges, universities and libraries. He finally determined to establish the projected university in Worcester because it was his home city and was centrally located among the best colleges of the East, and because he believed that the culture of its citizens would create a public opinion in support of the maintenance of educational standards at the highest, and that its wealth would provide the continuous increase in funds required by a developing institution.

As the first positive step toward the realization of his plans, Mr. Clark obtained the consent of a distinguished group of men to constitute with him a Board of Trustees. Among them were: Senator George Frisbie Hoar; General Charles Devens, Attorney General of the United States and later Justice of the Massachusetts Supreme Judicial Court; John D. Washburn, Member of Congress and later American Minister to Switzerland; and Stephen Salisbury, for many years president of the American Antiquarian Society.

For president of the new University the trustees selected G. Stanley Hall, who was then making a brilliant record as professor of psychology at Johns Hopkins University. Dr. Hall was of old New England stock, and counted among his ancestors John Alden and Priscilla. He was born in Ashfield, Massachusetts, on February 1, 1846. After graduating from Williams College in 1867 and before his appointment at Johns Hopkins, in 1881, he spent six years in German universities studying psychology and allied subjects and returned full of enthusiasm for the spirit and methods of research, the intellectual freedom and the high standards of scholarship, which made the German universities of those years distinctly superior to any institutions in this country.

The ideas and ideals of Mr. Clark and President Hall as to the kind of a university to be established appeared at first to be

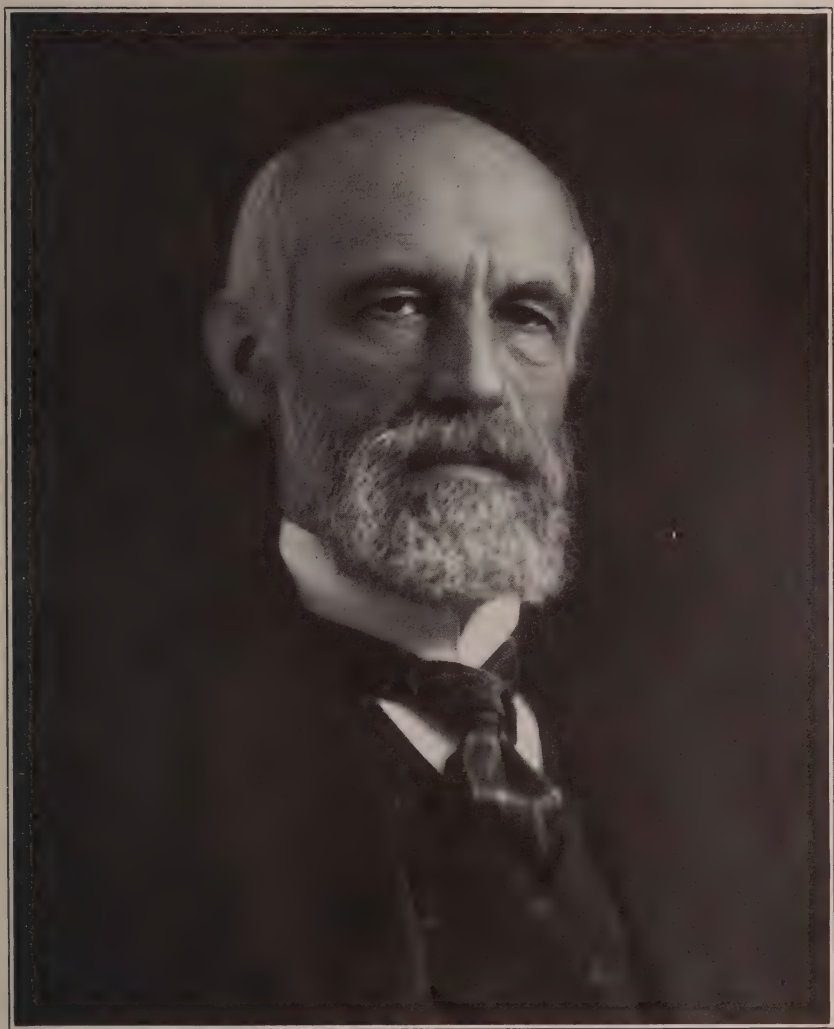
identical, but fundamentally they were different. Mr. Clark thought of a college where boys of limited means—like himself when he was young—could obtain an education at low cost. He clearly looked forward, however, to graduate and professional work to follow the A.B. degree. In his address to the trustees, May 4, 1887, he proposed that such buildings should be erected "as may be required for the prosecution of a collegiate course." Then he added, "During the four years which will be occupied for this first class in its undergraduate course, we shall need to prepare other buildings and provide other facilities, that we may be in readiness for the members of this class or such of them as may desire to avail themselves of the opportunity, to enter at once upon the post-graduate courses, professional or otherwise, in their preparation for the actual business of life.

"These post-graduate and professional courses, allow me to say, it should always be our aim and determined purpose, to keep above and beyond the reach of partisan influence and sectarian bias, and in their conduct and pursuit they should be made to embrace as wide a range as possible of Theology, Philosophy, Science, Literature and Art."

To Mr. Clark, it was a college first, with graduate and professional work later.

To President Hall, however, it was the vision of establishing in Worcester a purely graduate institution which should transplant to America the higher educational methods, standards and spirit of the German universities, which induced him to give up his career at Johns Hopkins. He seemed to make this purpose adequately clear in his letter of acceptance since he wrote that he could not be persuaded to leave his intellectually attractive position at Johns Hopkins for "the work of organizing another College of the old New England type, or even the attempt to duplicate those that are best among established institutions old or new."

Mr. Clark consented to have a graduate school established first, and entered into President Hall's plans with apparent enthusi-



GRANVILLE STANLEY HALL  
*President of the University, 1888-1920*

asm. He approved his proposal that the opening of the University should be postponed a year and permitted him to spend that time in Europe studying universities, consulting with the great educational leaders of the several countries, gathering educational literature and making tentative plans to bring to the new institution some of the distinguished scholars of Europe.

The opening exercises of the new University were held on October 2, 1889, and were attended by the leading people of Worcester. General Charles Devens presided and Senator George F. Hoar, Edward Everett Hale and President Hall made addresses.

President Hall in his inaugural, which Mr. Clark had carefully read and approved, after outlining the aims and the high intellectual standards of the University, stressed the fact that the institution would need large and ever increasing sums of money and that the numbers of the students would be small while their intellectual standing would be high.

There was graduate work only and this was limited to five Departments: (1) Mathematics, (2) Physics, (3) Chemistry, (4) Biology, including Anatomy, Physiology, and Paleontology and (5) Psychology, including Neurology, Anthropology and Education.

A small group of graduate students studied under a small but distinguished faculty. Professor A. A. Michelson, head of the department of Physics, whose epoch-making work on the measurement of light had already attracted world-wide attention, was later awarded the Nobel prize. Professor Arthur Michael, head of the department of Chemistry, was one of the most eminent Americans in this field. He was assisted by Dr. J. U. Nef, later head of his department at the University of Chicago. Professor C. O. Whitman, the head of the department of Biology, was also Director of the Marine Biological Laboratory at Woods Hole. Dr. Franz Boas, in Anthropology, became the leading American authority in this subject. President Hall had brought

together a staff of men in these five departments which was then unequalled in any other university in the country.

The cost of maintaining such a faculty was obviously greatly in excess of the income from the \$700,000 which Mr. Clark had given to the trustees, but since he had approved all of the faculty appointments and the plans for the University, both the trustees and President Hall assumed that he would provide the necessary funds. It was believed that he was financially well able to do this since the trustees who knew him best greatly overestimated his fortune, reckoning it at between \$8,000,000 and \$15,000,000. But Mr. Clark was an unusually reticent man and did not make clear to the trustees either the amount of his wealth or the extent to which he intended to give further financial support to the University. For the first three years he did give additional funds, though on a decreasing scale, to meet the annual deficits. But he was becoming dissatisfied with developments; and his thoughts turned again to his earlier ideal of a college where the poor boy might obtain a good college education. He therefore gave no more money to the University during his lifetime. From 1892 until after Mr. Clark's death in 1900, the trustees had less than \$30,000 a year on which to carry on an expensive graduate institution.

A financial crisis faced the University; but a way out of the difficulty was presented by President Harper of the University of Chicago, who was looking for eminent scholars to constitute the faculty of his new institution. He offered positions, at greatly increased salaries, to a substantial proportion of the professors at Clark—a high compliment to the standing of the Clark faculty—and most of them accepted the invitations. At the end of the academic year 1892, but two men of full professorial rank remained.

Although the faculty was greatly reduced, and the Department of Chemistry was discontinued in 1895, a number of young but brilliant scholars were added to the staff, and the University con-

tinued its graduate work with emphasis on research. Its original ideals were preserved, and at the end of the first decade of its history a modest celebration was held. Due to the reputation which Clark had won, a number of distinguished European scholars were pleased to participate by delivering short courses of special lectures: Professor Emile Picard of the University of Paris, Professor Ludwig Boltzmann of the University of Vienna, Professor Santiago Ramon-y-Cajal of the University of Madrid, Professor Angelo Mosso of the University of Turin and Professor August Forel of Zurich. At this celebration it was pointed out, not without pardonable pride, that during its first decade the members of the University had published not less than five hundred books, memoirs, theses, and articles.

The following year, 1900, Mr. Clark died and by his will provided that most of his estate, and at Mrs. Clark's death practically all of it, should go to the University, but with the proviso that a separate endowment should establish a collegiate department and that its president should be some one other than Dr. Hall, since the latter did not favor the diversion of funds for college work.

Clark College, as the collegiate department soon came to be termed, was opened in 1902. Its first president was Col. Carroll D. Wright, then United States Commissioner of Labor, who brought to the College the prestige of a national reputation and the skill of an experienced administrator. The tuition was low, at first only \$50.00 a year; and the course could normally be finished in three years. The College and the University, while under the same Board of Trustees and using the library, buildings and grounds in common, were under separate administrations. Some of the members of the University faculty, however, assisted in the organization of departments in the College and took charge of certain of the College classes. President Wright accepted the professorship of economics in the University; and, in 1905, when some of the graduates of the first class in the College wished to

continue work for the Master's degree, a few of the members of the College faculty were given part-time appointments in the University, since all graduate work was under University jurisdiction. In these ways the College and the University were



CARROLL DAVIDSON WRIGHT  
*President of the College, 1902-1909*

brought closer together and an increasing number of the members of the faculty held appointments in both institutions. Graduate work was resumed in the Department of Chemistry and was begun in the Departments of Economics and History.

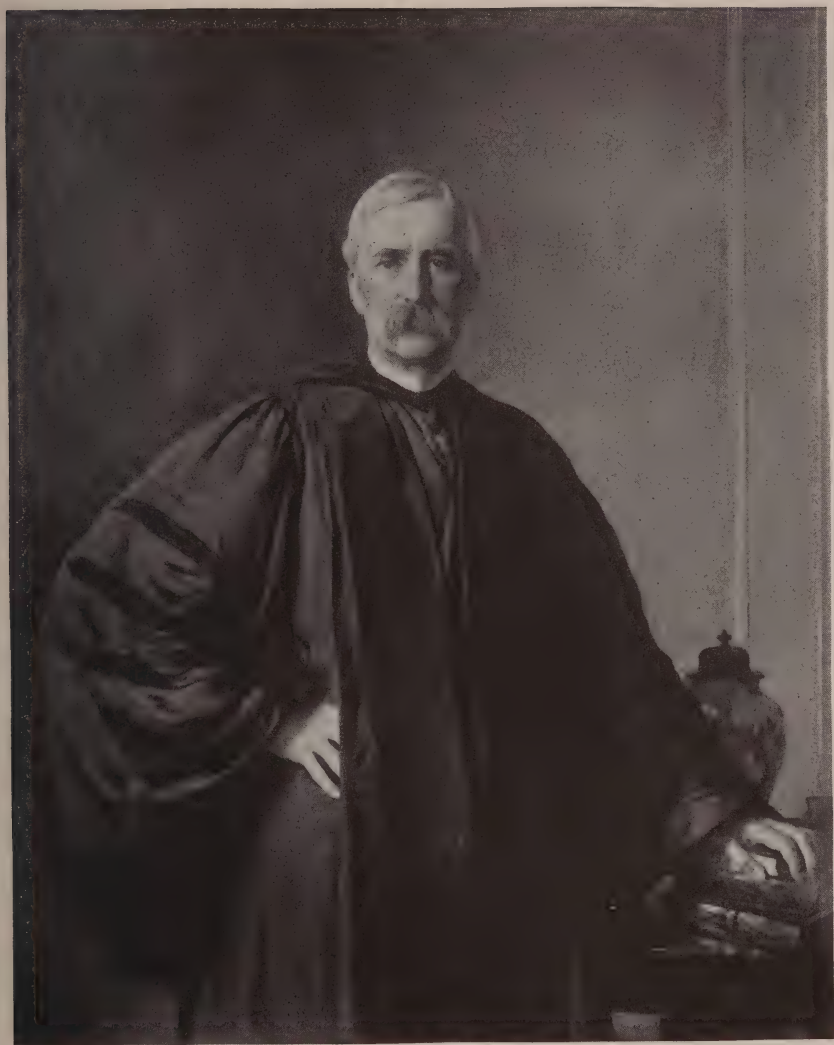
In 1909, at the death of President Wright, the trustees elected as his successor Edmund C. Sanford, then Professor of Psychology

in the University. Dr. Sanford had been Dr. Hall's pupil at Johns Hopkins and the first man he had engaged from that institution to come to Clark. The two had been close friends and Dr. Sanford's presidency of the College, at the same time that he continued on the University staff as lecturer on college administration, served to bind the College and the University more closely together.

In 1909, the second decennial of the University was celebrated by a gathering similar to that ten years before, but larger and even more distinguished. A group of the foremost men in European science came as special lecturers. The first week of the celebration brought together representatives of twenty-seven distinct types of child welfare organizations, with forty-seven addresses which were later published in a volume. Another week was devoted to conferences in each of the chief departments. In Psychology the group included Freud of Vienna, Jung of Zurich, Stern of Breslau, Ferenzi of Prague, and William James. The addresses were published under the title: "Lectures and Addresses Delivered before the Departments of Psychology and Pedagogy in Celebration of the 20th Anniversary of the Opening of Clark University." The Department of History held a conference on international relations during which forty-five authorities gave addresses and papers, the most important of which were published under the title: "China and the Far East."

The third decade of Clark was marked by quiet and successful work, in both University and College. Mr. Clark's bequest relieved the financial stringency of the earlier years and made possible development in both institutions. A beautiful library building was completed in 1904 and an addition built in 1910. The library was generously supported from the income of a special endowment provided for in Mr. Clark's will. A large dining hall was built in 1908, and was used by both graduate and undergraduate students.

In 1919, President Hall, after thirty-two years of service as head of the University, asked to be relieved of the responsibilities



EDMUND CLARK SANFORD  
*President of the College, 1909-1920*

of his office, and in the following year his resignation was accepted. At the same time President Sanford, of the College, asked to be permitted to return to professorial work, in order to leave the trustees free to select one president for both the graduate and the undergraduate departments.

G. Stanley Hall has been called the intellectual founder of Clark. He was an innovator in education, a creator of new fields in psychology, and one of the university leaders of America in his time. A versatile mind, the instinct of a discoverer in the realms of human knowledge, an absorbing devotion to research, and the ability to stimulate his students and his colleagues to realize their utmost possibilities were some of his outstanding characteristics. When he resigned the presidency, Clark University had achieved an international reputation as a graduate institution, especially in the fields of Psychology and Education. The publications of the members of the faculty, particularly of Dr. Hall himself, were outstanding, and a large number of its graduates were presidents and professors in American colleges and universities.

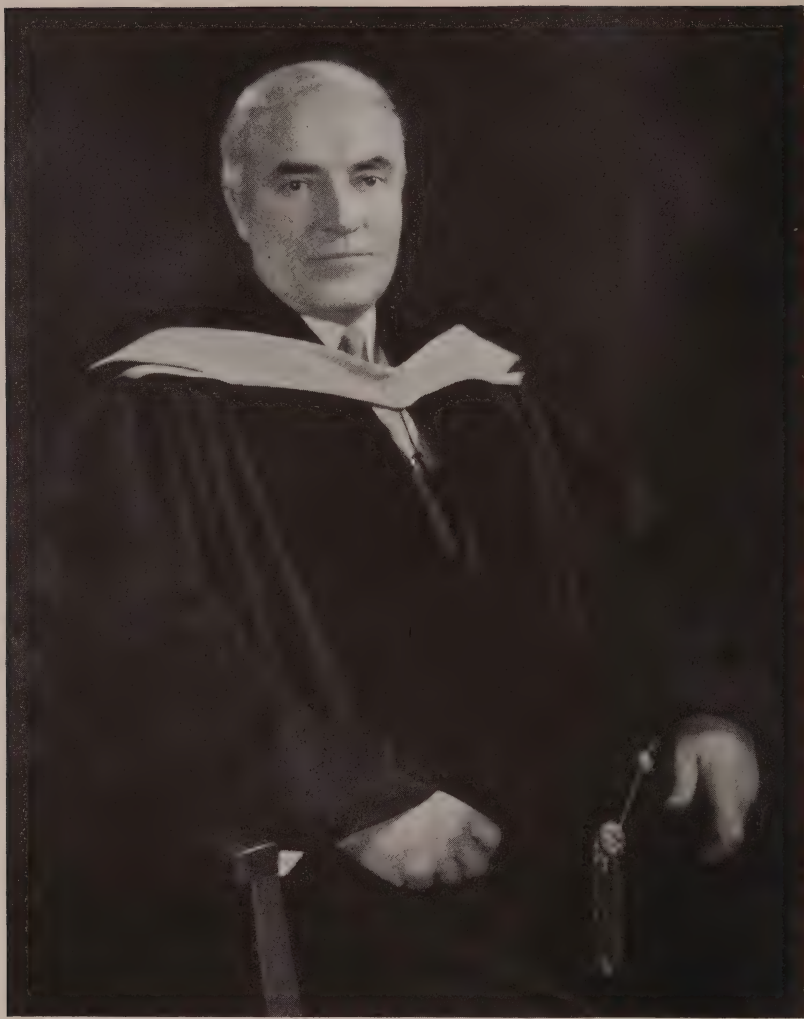
Notwithstanding this creditable record, both the University and the College were facing serious difficulties. Graduate work is particularly expensive and while the funds available for this purpose in many of the larger universities had been growing rapidly, at Clark they had been practically stationary for twenty years. The result was that the University, especially in certain of its departments, was finding itself distanced both in facilities and in students by other institutions which at the beginning it had led. In two of the departments the regular students numbered less than the members of the staff. In Psychology, the strongest department, Dr. Hall's resignation had removed the intellectual leader whose reputation had been the greatest asset of the University. In the College, too, the three year course had become an educational handicap and the continuing low tuition necessitated inadequate salaries for members of the faculty.

Under these conditions the trustees, after long deliberation, decided to unite the University and the College, to reorganize the graduate work, and to strengthen it by establishing a department of Geography, which as a graduate subject gave promise of making a distinct contribution to higher education in America and which few of the wealthier universities had then introduced. They believed that Clark could better compete with the larger institutions if it had something new and distinctive to offer; and that Geography—including Physiography, Anthropogeography, Climatology, Land Utilization, Foreign Trade, and Industrial and Political Geography—was in much the same position as was Psychology at the opening of the University.

To carry out these plans the trustees elected as the new President, Wallace W. Atwood, then professor of Physical Geography at Harvard and a recognized leader in advanced Geography. His special field was Regional Physiography, a subject which he had taught with striking success both at the University of Chicago and at Harvard. As a member of the United States Geological Survey he had spent many of his summers in field work, studying certain of the regions in the Rocky Mountains and in Alaska, and had published a long list of scholarly articles and papers giving geological and geographical interpretations of these sections. But his interests included all of the aspects of Geography; and it was the possibility of establishing at Clark a fully equipped graduate school of Geography and of continuing at this small but distinguished University its emphasis on research and its traditions of freedom of investigation which appealed to him most strongly, and which induced him to accept the cordial invitation of the trustees.

Dr. Atwood brought to Clark an established reputation as a scholar, an author, and a leader in his professional field, high educational standards, a devotion to research, and unlimited energy and enthusiasm.

The Inauguration Exercises were held on Founders Day, the



WALLACE W. ATWOOD  
*President 1920-*

birthday of Jonas G. Clark, February 1, 1921, although President Atwood had entered upon his duties at the beginning of the academic year, 1920. Seventy-three colleges and universities were represented by official delegates; among those who took part in the exercises or delivered addresses were: Channing H. Cox, Governor of Massachusetts; Arthur P. Rugg, Chief Justice of the Supreme Judicial Court of Massachusetts; Harry Pratt Judson, President of the University of Chicago; Frank A. Vanderlip, former President of the National City Bank of New York; John H. Finley, former Commissioner of Education of the State of New York; G. Stanley Hall and Wallace W. Atwood.

To unite the University and the College was the first important administrative task of the new President. Under Dr. Atwood's supervision the faculties of the two institutions, after a careful study of the situation, presented a detailed recommendation for the merging of the graduate and undergraduate divisions, which was approved by the Board of Trustees, and went into effect in 1921-22. In accordance with this plan, a General Faculty has control of educational matters pertaining to the University as a whole; a small Collegiate Board has administrative charge of the details of the undergraduate division, subject to the supervisory authority of the General Faculty; and a Graduate Board, composed of the majority of those giving graduate instruction, has exclusive jurisdiction over strictly graduate affairs.

The union of the two institutions saved a certain amount of administrative duplication; it made all those on the teaching staff members of the faculty of Clark University; and it was of particular benefit to the undergraduates, since they had a larger number of courses, especially of advanced character, from which to choose, and a larger number of professors with whom to study—each instructor normally gives at least one course open to undergraduates—and it made possible an earlier introduction to research.

In the graduate division, a reorganization was effected. The

Department of Mathematics, which had very few students, discontinued graduate work, and the members of the staff, who had been in the University practically from its beginning, retired on pensions. On the other hand, the Graduate School of Geography was opened in the fall of 1921, and the Departments of History and International Relations and of Economics and Sociology were strengthened by additional instructors. The Department of Psychology was later greatly aided by a noteworthy bequest of Dr. G. Stanley Hall, who died in 1924, and who left nearly all of his estate, upwards of \$160,000, as an endowment for research in Genetic Psychology. Graduate work, leading to the degrees of Master of Arts and Doctor of Philosophy, is now limited to the departments of Biology, Chemistry, Economics and Sociology, Geography, History and International Relations, Physics, and Psychology. In 1936 the department of Education offered work leading to the Master of Arts in Education.

In the undergraduate division, the three year course, which appeared to be in line with advanced educational trends in 1902, had come to be a handicap for Clark graduates who wished to enter graduate schools or to obtain teaching positions; and in 1922 the number of hours of course work for the A.B. degree was increased, and the normal length of time for graduation became four years. The tuition was raised to \$200.00, which is still about one-half of that in most of the New England colleges; and a number of scholarships were established for students of limited means but outstanding ability. In 1924 a dormitory was provided by adding two stories to the dining hall; and the building was named Estabrook Hall in memory of Arthur E. Estabrook, a trustee from 1904-1919, who left to the University by his will the sum of \$100,000, which made possible the completion and the furnishing of the new edifice. In the same year the trustees purchased a large tract of land, not far from the campus, for an athletic field; and the Clark Alumni raised a substantial sum which was used for leveling and grading the grounds.

A Summer School with a six weeks' session was opened in 1921 and has continued to the present time. The courses have centered in the Departments of Geography, History and International Relations, Economics and Sociology, English and Drama, and Education. It has been of especial service to teachers, many of them living in Worcester and vicinity, and to graduate students who wished to utilize part of the summer vacation for work toward higher degrees.

After the administrative reorganization of the University had been practically completed, the requirements for admission were made more exacting, both in the graduate and undergraduate divisions; several additions were made to the faculty; the salaries of all members of the teaching staff were substantially raised; provision was made for annuities; plans for faculty retirement were approved by the faculty and the trustees, and the number of students, both graduates and undergraduates, showed a marked increase.

As the years passed, it became evident that the hopes of the trustees in regard to the new department of Geography were being fully realized. Geography as an advanced subject was being introduced into American colleges and universities, and the Clark Graduate School of Geography was providing a substantial proportion of the new instructors and professors. In a recent survey made of the graduate departments in the various universities of this country the Clark School of Geography was announced as one of the four best manned and best equipped departments for the training of those who wished to proceed to the Ph.D. degree in that field of work. The School of Geography has carried out the traditions of the University by the emphasis it has placed on research; at the opening of each academic year the members of the staff and the graduate students spend some weeks in the field, studying intensively the geography—including physiography, agriculture, natural resources and industries—of some selected region. The high standing of the Department has

received frequent recognition both in this country and abroad; the Chairman of the Department, Dr. Atwood, has been President of the Association of American Geographers, President of the National Parks Association, and President of the Pan-American Institute of Geography and History. He has been appointed by the State Department of our government on five different occasions to represent this nation at international scientific congresses in foreign lands. He has been elected to membership in several scientific societies in other countries. The Graduate School of Geography has come to be a leader in a field which promises soon to be included as a regular part of the curriculum of most American colleges and universities.

As the first half century of its history draws to a close the University may look back on these fifty years with some gratification. Although disappointments have been keen, resources limited, and the physical equipment inadequate, it has enjoyed the supreme satisfaction of an educational institution—a measure of intellectual distinction. During its first decades it was a pioneer in new fields of learning, especially in the study of childhood and adolescence, and it has continued to exert an influence on American education out of all proportion to its size and resources.

Emphasis has always been placed on research by faculty and students. In the laboratories of the Departments of Psychology, Physics, Chemistry and Biology, not only has continuing investigation been carried on, but discoveries have been made, some of them of outstanding importance. In the early days Professor Michaelson developed at Clark an instrument for the precise measurement of light which later established facts which led Einstein directly to his theory of relativity; and today Professor Goddard, working in New Mexico on a special research appropriation, has produced results which have made him the world's foremost authority in the sphere of stratosphere rockets. Many grants to members of the faculty, past and present, for investigations to be carried on either at Clark or in foreign countries

have been made by the Rockefeller Foundation, the Carnegie Institution of Washington, the National Academy of Sciences, the National Research Council, the Gugenheim Foundation, the Social Science Research Council, the Friedsam Research Foundation, and the American Academy of Arts and Sciences.

Clark has been a leader, too, in professional journals and scholarly conferences. Among the publications which have been edited at Clark are: *American Journal of Psychology*, *Pedagogical Seminary*, *Journal of Applied Psychology*, *Genetic Psychology Monographs*, *Journal of Race Development*, *Journal of International Relations*, and *Economic Geography*. Conferences of authorities and technical experts in various fields have been a feature of the University. In the field of psychology and education a group of the foremost scholars of Europe attended sessions here in 1899 and in 1909. In international relations a series of seven conferences, dealing generally with the political and diplomatic issues of the Far East and of Latin America, were among the first of the kind to be held in this country. In all over two hundred papers were presented, the most important of which were published in six different volumes. More recently less formal conferences have been held especially by the departments of Geography and of Physiology.

A measure of distinction in various professional fields, also, has not been lacking, as is evidenced by the books, papers and articles by members of the faculty, by their service in organizations outside of the University, and by the invitations which they have received from Washington to assist the Government by accepting special appointments. In 1931 FIDAC, *Fédération Interalliée des Anciens Combattants*, a group of World War Veteran Societies of the Allied Countries, at its annual meeting held that year in Prague, Czecho-Slovakia, awarded to Clark University one of the FIDAC medals "for distinguished service in the cause of peace."

As Clark University celebrates the fiftieth anniversary of its incorporation, the ideals both of its material and of its intellectual

founder are being realized. The University is giving to boys of limited means—like Jonas G. Clark when he was young—a college education at moderate cost; and it is doing its part, as G. Stanley Hall desired, in adding to the sum total of human knowledge, in leadership in professional fields, and in preparing gifted young men and women for effective service on the faculties of American colleges and universities.

At the threshold of its second half-century, the University looks into the future with hope and confidence. It is heartened by widespread evidence of loyal support by its alumni and by its friends in Worcester and by their generous gifts of both time and money in making successful the recent campaign for funds. It is now assured, for the first time, of a reasonably adequate physical plant and material equipment. And with its new buildings it is resolved to keep undimmed its old intellectual ideals.

## UNIVERSITY STAFF

### THE UNIVERSITY FACULTY

(Listed in order of academic seniority within each rank.)

WALLACE WALTER ATWOOD, PH.D. President, Professor of Physical and Regional Geography, and Director of the Graduate School of Geography.

HOMER PAYSON LITTLE, PH.D. Dean of the College and Professor of Geology.

LOUIS N. WILSON, LITT.D. Librarian 1889-1929. Librarian Emeritus.

WILLIAM HENRY BURNHAM, PH.D. Professor of Education and School Hygiene, 1906-26. Professor Emeritus.

BENJAMIN SHORES MERIGOLD, PH.D. Professor of Chemistry and Director of the Chemical Laboratories.

GEORGE HUBBARD BLAKESLEE, PH.D., L.H.D., LL.D. Professor of History and International Relations.

PHILIP HUDSON CHURCHMAN, PH.D. Professor of Romance Languages and Director of Extension Courses.

HAVEN DARLING BRACKETT, PH.D. Professor of Greek and Latin.

LEROY ALLSTON AMES, A.M. Professor of English Literature.

LORING HOLMES DODD, PH.D. Professor of Rhetoric. Curator of Art.

ROBERT HUTCHINS GODDARD, PH.D. Professor of Physics and Director of the Physical Laboratories.

SAMUEL J. BRANDENBURG, PH.D. Professor of Economics and Sociology.  
 WILLIAM HOMER WARREN, PH.D. Professor of Organic Chemistry.  
 DOUGLAS CLAY RIDGLEY, PH.D. Professor of Geography in Education,  
 Emeritus.

CLARENCE FIELDEN JONES, PH.D. Professor of Economic Geography.  
 WALTER ELMER EKBLAW, PH.D. Professor of Geography.

HUDSON HOAGLAND, PH.D. Professor of Physiology and Director of the  
 Biological Laboratories.

JAMES ACKLEY MAXWELL, PH.D. Professor of Economics.

SAMUEL VAN VALKENBURG, PH.D. Professor of Climatology and  
 Regional Geography.

CAREY EYSTER MELVILLE, A.B. Associate Professor of Mathematics.

VERNON JONES, PH.D. Associate Professor of Educational Psychology.

ARTHUR FLETCHER LUCAS, PH.D. Associate Professor of Economics and  
 Sociology.

DWIGHT ERWIN LEE, PH.D. Associate Professor of Modern European  
 History.

PERCY MARTIN ROOPE, PH.D. Associate Professor of Physics.

HENRY DONALDSON JORDAN, PH.D. Associate Professor of English  
 History.

ROBERT STANLEY ILLINGWORTH, A.M., Ed.M. Associate Professor of  
 English. Director of the Summer School.

JESSE LUNT BULLOCK, PH.D. Associate Professor of Chemistry.

HEINRICH MORANT BOSSIARD, PH.D. Associate Professor of German.

DAVID POTTER, PH.D. Associate Professor of Biology.

WAYNE DENNIS, PH.D. Associate Professor of Social and Child Psy-  
 chology, beginning September, 1937. Visiting Professor from the  
 University of Virginia, 1937-38.

DAVID MITCHELL DOUGHERTY, PH.D. Assistant Professor of Romance  
 Languages.

WALLACE WALTER ATWOOD, JR., PH.D. Assistant Professor of Physiog-  
 raphy and Regional Geography.

RAY ALLEN BILLINGTON, PH.D. Assistant Professor of History.

HAROLD S. JANTZ, PH.D. Assistant Professor of German.

C. LADD PROSSER, PH.D. Assistant Professor of Physiology.

KINGSLEY DAVIS, PH.D. Assistant Professor of Sociology.

THEODORE JORGENSEN, JR., PH.D. Assistant Professor of Physics.

ROBERT H. BROWN, PH.D. Assistant Professor of Psychology and Phi-  
 losophy, beginning September, 1937.

CHARLES M. POMERAT, A.M. Instructor in Biology.

## THE FIRST FIFTY YEARS

H. EARLE JOHNSON, Mus.M. Instructor in Music. Director of the Musical Organizations.

ANDREW HOOVER, A.B. Instructor in English.

JOHN LANGWORTHY FULLER, Ph.D. Instructor in Biology.

## OTHER MEMBERS OF THE STAFF

MORTON RUBIN. Research Associate in Biology.

GUY H. BURNHAM, A.M. Cartographer, Graduate School of Geography.

ERNEST RAYMOND WHITMAN. Director of Physical Education.

MICHAEL B. FOX, M.D. Medical Director.

JOHN W. BOARDMAN. Superintendent of Buildings and Grounds.

## TUTOR IN THE DEPARTMENT OF GERMAN

TOIVO ROSVALL, A.B.

## ASSISTANT IN ENGLISH

PAUL MARBLE, A.M.

## STUDENT ASSISTANTS

*Biology*

JAMES E. TOMAN

*Chemistry*

ALBERT P. GIRAITIS, A.M.

GEORGE F. LISK, A.B.

JOHN P. GOULDING, A.M.

JAMES J. SCANLAN, A.B.

*Economics and Sociology*

HAROLD M. HAYWARD, B.R.E.

JOHN A. MCGUIRE, A.B.

THEODORE F. MARBURG, A.B.

*Geography*

CARL L. STOTZ, A.B.

*Geology*

RICHARD F. LOGAN, A.B.

*History and International Relations*

EDWIN B. CODDINGTON, A.M.

WALTER G. INMAN, A.M.

WILLIAM M. KEENLYSIDE, A.M.

*Physics*

BASILIO CASTALDI, A.B.

## THE FOUNDING OF THE SCHOOL OF GEOGRAPHY AND THE PRESENT OUTLOOK

**P**RIOR TO the founding of the Clark University Graduate School of Geography in 1921 no graduate school had been established in the United States primarily for training specialists in geography and promoting research in that field of science. In the eastern part of the country there was not even one well equipped and fully manned undergraduate department of geography.

The World War had awakened an interest in geography not only in the United States but throughout the world. The Departments of Commerce, Agriculture and State in Washington employed professional geographers and sought additional staff members trained in geography. Rapid development in aviation naturally aroused a keen interest in the weather of the free air; the proposal of intercontinental air-routes of travel and transport for airships and airplanes revealed the need of increased efficiency in weather forecasting for the great stretches of the ocean. The rapid rise of manufacturing forced men to seek markets in distant parts of the world. Rapid increase in the demands for foods and raw materials for industries in Europe and eastern United States broadened the outlook of business men. The World War forced upon the citizens of the leading nations a realization that each nation is vitally concerned with the activities and affairs of the whole world. Individuals and nations realize as never before that a policy of isolation is neither feasible nor wise.

During the latter half of the nineteenth century the universities of continental Europe gave special attention to the development of advanced studies and research in geography. The governmental departments in European countries undertook careful

mapping of their national domains. While such maps were prepared chiefly for military purposes, other available geographic data have been, and are, of greater significance in the solution of problems of transportation, communication, power transmission and land utilization.

Increased pressure of population in northwestern Europe necessitated better adjustment of industry and of the various occupations of communities to environment; and because of better programs for development and utilization of space, soil and all resources, life in continental Europe today reflects a more effective and intelligent adjustment to geographic conditions than life in any other large section of the world. The best adjustments are made intelligently only with knowledge and appreciation of the significance in human affairs of topography, soils, soil drainage, air drainage, climate and all natural resources.

Early in the twentieth century the Royal Geographical Society of London fostered a movement for the introduction of geography into the curricula of the British universities, with the result that each one of the leading universities in the British Isles now has a well established department of geography. The British schools have already produced many able geographers and made many notable contributions to our knowledge of the lands and seas and of the relationship of human activities to environment. The reports of the Challenger Expedition, prepared under the able editorship of Sir John Murray, provide a remarkable storehouse of valuable information. The writings of Mr. and Mrs. Herbertson exemplified the interest that British geographers have taken, during the last few decades, in the human or social phases of geography.

In the development of the educational system of the United States geography was early recognized as a fundamental branch in elementary education, but in the high schools and colleges relatively little work in this field was offered until within the last two decades. Though some of the larger colleges and univer-

sities had developed physical geography in connection with the instructional work offered in the departments of geology, almost none had distinct departments of geography.

The subject matter of geography and history have long been considered superior material for the education of young people, and opportunities had been provided in our institutions of higher learning for all who wished to prepare themselves to teach history, or to carry on historical research. In geography few opportunities had been accorded in this country to those who sought advanced instruction, or direction in field work and research. Many who have taught geography in this country received no training in that subject beyond their elementary school instruction.

In the summer of 1921 Clark University opened a six weeks' session of regular college work in which several courses in geography were offered. The first regular academic year of the Graduate School of Geography began in the latter part of September, 1921. In addition to the Director of the School, who had been appointed the year before, Dr. Ellen Churchill Semple joined the staff as a specialist in Anthropogeography, and Dr. Charles F. Brooks accepted the chair in Meteorology and Climatology. Special arrangements provided that Dr. Curtis F. Marbut of the U. S. Bureau of Soils should be in residence for a period giving lectures on Soil; that Dr. Homer P. Shantz of the U. S. Bureau of Plant Industry should lecture on Plant Geography; and that Dr. Oliver E. Baker of the U. S. Bureau of Agricultural Economics should lecture part of the year on Agricultural Geography and Land Utilization. Dr. Clarence F. Jones accepted the chair in Economic Geography and joined the staff in 1923. In 1924 Dr. Douglas C. Ridgley accepted the chair in Geography in Education, and in 1926 Dr. W. Elmer Ekblaw took over the work in Agricultural Geography and Land Utilization after Dr. Baker found it impossible to divide his time between his work in Washington and in the University. Dr. Samuel Van Val-

kenburg served on a temporary appointment from 1926 to 1929, and was recalled to fill a permanent position on the staff in 1932. He holds the chair in Climatology and Regional Geography. Recently he has undertaken to develop the field of Political Geography. In 1932 Dr. Wallace W. Atwood, Jr., joined the staff and offers work in the fields of Physiography and Regional Geography. He is also developing field studies and a course on Conservation of Natural Resources for the College. Mr. Guy H. Burnham became curator of the map collection of the School of Geography in 1923. Since then he has been entrusted with the general supervision of the geography workroom, or laboratory, and he has become a specialist in Cartography.

On page oo a full list of those who have served as members of the staff is given, and on pages oo and oo will be found statistics relative to graduates who have received higher academic degrees.

When the Clark Graduate School of Geography was established special plans were made to give the members of the staff ample opportunity to carry on research. Training and experience in the field were recognized as essential to the development of high-grade geographers. The repetition of facts gleaned from the writings of others is a second-hand method and cannot develop a high order of professional geographer. With this aim in mind each member of the staff has been encouraged to take time off, once in two or three years, for research in his chosen field of work.

*William Libbey Library.* The most notable gift to the Clark School of Geography is the library of the late Professor William Libbey. It was presented to Clark University by his widow, Mary E. Libbey.

The library consists of about 8,000 bound volumes and 1,400 pamphlets and several hundred maps. An original map prepared by von Humboldt is in the collection. The library is preeminently valuable for research in geography. Professor Libbey took great pains and pride in acquiring complete sets, beginning with

Volume I, Number 1, of the geographic periodicals published in Europe and in this country.

Dr. Libbey had also at very great expense prepared a card catalogue of geographic literature significant to those who are carrying on geographic research. This catalogue was also presented to the University. In addition a collection of about 14,000 lantern slides was included in the gift and is now held as a part of the Libbey Library. Mrs. Libbey also presented a large collection of Indian baskets secured by Dr. Libbey in his many travels and a number of instruments formerly used in surveying or in oceanographic investigations.

A portrait of Professor Libbey was presented by Mrs. Libbey, and this now hangs in the room set aside for the William Libbey Library.

*The William Libbey Memorial Fund.* In the spring of 1931 Mrs. Libbey presented to the University a fund of \$6,000 with which to establish the William Libbey Memorial Fund, with the provision that the income from that fund may be used at the discretion of the staff in the Graduate School of Geography to help graduate students in the pursuit of their work, or a member of the staff in carrying out research studies in physical geography. The income may be used to publish the results of research work in geography, or for any other purpose which will promote the scientific work of the School of Geography, providing that work has the approval of the staff. By bequest Mrs. Libbey made an additional gift to the William Libbey Memorial Fund which up to date has increased the total amount in the fund to \$20,948.81.

*Library Globe.* Mrs. Alice H. Pritchard of Worcester presented to the School of Geography a large beautifully mounted library globe.

*Relief Models.* In the geography workroom there are five very valuable relief maps. One of these maps is of the Santis region of the Swiss Alps prepared under the direction of Dr. Albert Heim of Zurich. A model of the Blackstone Valley from



JONAS G. CLARK HALL  
*With Chemistry and Physics Building in the Background*

Worcester to Narragansett Bay, now in the workroom, was constructed at the University under the direction of Wallace W. Atwood, Jr. This area is the scene of special field studies which have been carried out by members of the School of Geography.

A third model is of the Devil's Lake region of Central Wisconsin and a fourth is of a section of the Grand Canyon of the Colorado. The fifth is a beautifully colored map of Zion National Park.

#### THE OUTLOOK

During the years which have elapsed since the founding of the School, the tendencies or trends evident at the time of the founding have gained strength. The academic fields have called for more experts than ever before, for geography has been added to the curricula of many colleges and universities where previously no work in that field had been offered. In many instances separate departments of geography recently established have flourished beyond expectations.

The bearing of geography upon the interpretation of history, economics, sociology and international relations has become more apparent to most educators. Opportunities in government service have increased. The Departments of Commerce and Agriculture, and the educational division of the National Parks Service have added specially trained geographers to their staffs.

In land economic surveys, now widely carried on, well trained geographers are absolutely essential, for such surveys involve careful study of the soils of a region, interpretation of the topography and of the nature of all surface formations, knowledge of the geologic structure, mapping of land utilization, compilation of data relative to crops and markets, and records of local weather which will serve in the mapping of the micro-climatology of the region under examination. In addition to the fact-finding investigation, a land economic survey may develop much further and provide important recommendations relative to the best uses to be made of selected areas of land.

In the inhabited parts of the world a wise utilization of lands is fundamentally important to the economic existence of human beings. Most of the lands used by man, not occupied by cities and smaller settled communities, by individual homes or routes of transportation, are devoted to (1) forests, (2) crops, (3) pastures, or (4) recreational purposes. Many areas that can be most profitably devoted to silviculture should be set aside permanently for scientific forestry. More than 50 per cent of the people in the world are engaged in some kind of agriculture or in stock raising. They are dependent upon the soils, natural grasses and favorable climatic conditions for the production of those commodities upon which human life depends. Some lands are well adapted to the production of crops, but others should be set aside as permanent pasture lands. Land economic surveying opens a wide opportunity for public service for those trained to do field work in geography. Anyone without such a training is not adequately prepared to undertake this new type of surveying.

A realization of the importance of natural environmental factors is essential in the interpretation of present economic conditions and in planning for new economic development. Thousands of enterprises based on the use of natural resources have failed because due consideration was not given to the geographic conditions of the region undertaking those enterprises.

Farmers have advanced into semi-arid regions during a period of unusually good rainfall to discover in subsequent years that the rainfall was insufficient for the production of crops, and that irrigation in their particular region was impossible. The trained geographer could have foretold this event. Engineers have constructed reservoir dams where the formations to which the dams were tied did not hold water. A few days in the study of the physiography of that immediate locality would have prevented such a disaster. Many orchards are found in hollows where the dangers of killing frosts are much greater than on the neighboring hillsides. Occasional poor crops also may be charged to the

failure on the part of the orchardist to recognize the significance of air drainage in a hilly region.

With the introduction of geography into institutions of higher learning, and into the work of many government bureaus, many new phases of the subject have received special attention. Agricultural geography has been highly developed as a science. Land utilization has a well organized body of scientific data. A new science of soils called *pedology* has been established in which the point of view is entirely different from that current two decades ago. Soils depend in part upon the native rock materials, but more upon the climate, drainage conditions and native vegetation. There are distinct stages in the evolution of soils. Some are young, others mature, and some old. A soil formation is subject to a long series of physical and chemical changes. Geographers cannot afford to neglect the study of the soils in the region under investigation.

Plant geography has long been a well established division in the general field of geographical research. Its economic importance has received more intelligent appreciation within the past few decades. Urban geography offers attractive possibilities both for city planning of parks and boulevards, and for progressive zoning systems. Special urban studies in industrial and commercial geography have multiplied in number and improved in quality.

Throughout the period of notable progress in the economic phases of geography, the well-established interest in the cultural values in the study of geography has steadily grown. Those values may be the greatest of all. Anthropogeography aids the appreciation of history, the interpretation of literature, throws light upon the great trends of human affairs, and in the end leads directly to understanding human problems of today. An analysis of the climates and soils of the European portion of Russia throws important light upon the program of agricultural development in the Soviet Republics.

Knowledge of geography serves as the basis for the interpretation of both former and present day civilizations. Members of the School have undertaken to assist those who are endeavoring to work out the history of the ancient Mayan civilization. In association with medical men one member of the School is engaged in the study of the geographic distribution of diseases.

The rapid development in the study of geography in the institutions of higher learning and the general increase of interest in other parts of the world, have stimulated a large and ever-increasing demand from publishers for magazine articles, textbooks and books for the general reader that set forth the modern trends in the development of geography. The books already published by members of the School fill more than a five foot shelf, and many of these books are very widely used in the schools, colleges and universities of this country. Some of them are used in foreign lands. Several additional volumes are in course of preparation.

On the horizon today appears another great opportunity for co-operation. As the world in more and more places approaches the point of saturation in population man must refine his adjustment to environment. Extravagance and waste that characterize the opening up of new lands can no longer be tolerated. The time has come when man must take stock of the natural resources of the world. He must determine the population-carrying capacity of each geographic region. He must look forward to the use of greater intelligence in the utilization of the world's resources if he would provide comforts for the increasing numbers of people comparable with the comforts enjoyed by the people of today.

No good lands with favorable climates remain anywhere in the world for man's appropriation. As less productive lands are brought under cultivation man must pay for expensive projects in irrigation, or drainage, or fertilization, or heavy cost in transporting crops to market. Some kind of penalty must be paid by those who endeavor to use the less attractive lands of the earth.

Three-fourths of the population of the world are crowded together on a very small fraction of the land surface of the earth. This crowding is not due to chance. It is the result of countless efforts of thousands of people, through thousands of years, to discover the lands and climates where they can make a living.

The speeding up of industrial life has promoted a vastly greater consumption of minerals. As industrial enterprises have spread through backward countries, the demand for minerals of basic importance in most manufacturing enterprises has increased. Stock was taken of the mineral resources of the world for the first time during the World War which made an overwhelming demand for minerals. The investigation of the world supply has gone on since the close of the War and renders it now possible to appraise the world's mineral resources with some approach to accuracy. Clearly some countries are deficient in minerals; clearly no country is supplied with all of the essential minerals for industry in amounts and in combinations satisfactory for the fullest industrial strength of that nation. Certain regions which were important producing districts have passed the peak of production and today possess little importance. They can be almost disregarded while other regions are just coming into commanding positions.

The nations bordering the North Atlantic on the east and on the west are conspicuously the leading nations of the world in industrial power. They are fortunate in having large and varied supplies of mineral wealth. The citizens of these nations are naturally much interested in the supply of mineral wealth in other competing parts of the world; for under modern conditions it is unfortunate but true that industrial power is essential for political and military supremacy. The control of the mineral resources of the world has many international aspects of great significance and the wisest use of those resources presents a challenge to the modern world.

The rapid rise in the electrical industries and in the application

of hydro-electrical energy focuses the attention of all upon the water power resources of the world. In the light of this development the subjects of stream flow, precipitation in relation to power development, and forests or reforestation in relation to both, take on new meaning. To these studies geographers increasingly make contributions.

Almost invariably the good timber-producing forests that were located near the centers of progressive populations have been depleted. Man has ruthlessly and most extravagantly destroyed many of the greatest forests of the world. Those that remain are for the most part far distant from the accessible seaboard and from the larger centers of population where the demands for construction timbers and lumber are greatest. Many of the vast forest areas of northern Eurasia and in the northern part of North America are not only far removed from markets, but they yield inferior timber-producing trees. The utilization of tropical forests presents many difficulties and the timber from the tropics plays but a small rôle in the trade of forest products.

We know now that there are but four conspicuously important fishing regions in the world where vast quantities of food fish can be obtained. Two of those regions are at the east and west margins of the North Atlantic Ocean and the other two at the east and west margins of the North Pacific Ocean. The conservation of the fish in those regions, as well as in lesser fishing regions of the world, presents another very important problem for solution by the leading nations.

Refinements in human adjustments to natural conditions in the different geographic regions of this planet should offer possible solutions to many of the vexing and serious economic questions facing the world. New adjustments must be made in each habitat because of new contacts with distant regions and the new places that individual nations are taking in the scheme of world relationships.

Those interested in geography, world economics, or interna-

tional relations, should pool their interests and coöperate in finding facts and in recommending solutions to many of the problems of interdependence which nations are facing. A knowledge of geography, of world economics and international interdependence should serve to develop an intelligent sympathy between the various people of the world and in the end contribute to friendly relationships between the several nations of this earth. Intelligent sympathy and friendly relationship between the people in the different geographic regions are today essential to human progress.

#### ECONOMIC GEOGRAPHY

*Economic Geography* was established as a quarterly journal and the first number appeared in March, 1925. No other journal occupies this field of scientific inquiry in America, and it is published with the sincere hope and purpose of making a valuable contribution to all who are engaged in the promotion of industry and trade; to those interested in geography, economics, or sociology; to the many students of national and international affairs; and to all who are engaged in an intelligent utilization of the world's resources.

Dr. Charles H. Thurber, for many years President of the Board of Trustees, and the Director of the School of Geography assumed the financial responsibility of founding this journal and during the first five years met all expenses that were in excess of income from subscriptions. Together they contributed \$30,000 in establishing this publication, which is the property of Clark University. The obligation of continuing its publication has now been assumed by the University.

The organization of the staff of *Economic Geography* is as follows:

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## ENROLLMENT STATISTICS FOR THE GRADUATE SCHOOL OF GEOGRAPHY

| Year    | Full-time<br>Students<br>through | Part-time<br>Students<br>the year | No. enrolled<br>1st Sem.<br>only | No. enrolled<br>2nd Sem.<br>only | Total                           |
|---------|----------------------------------|-----------------------------------|----------------------------------|----------------------------------|---------------------------------|
| 1921-22 | 6                                | 1                                 | 3                                | 1                                | 11                              |
| 1922-23 | 10                               | 2                                 | 3                                | 1                                | 16                              |
| 1923-24 | 4                                | 2                                 | 3                                | 3                                | 12                              |
| 1924-25 | 13                               | 1                                 | 2                                | 3                                | 19                              |
| 1925-26 | 17                               | —                                 | 2                                | 4                                | 23                              |
| 1926-27 | 18                               | —                                 | 3                                | —                                | 21                              |
| 1927-28 | 25                               | —                                 | 1                                | 2                                | 28                              |
| 1928-29 | 17                               | 1                                 | 1                                | 1                                | 20                              |
| 1929-30 | 13                               | —                                 | 4                                | 1                                | 18                              |
| 1930-31 | 17                               | —                                 | 3                                | 3                                | 23                              |
| 1931-32 | 17                               | —                                 | 2                                | 3                                | 22                              |
| 1932-33 | 22                               | 1                                 | 5                                | 2                                | 30                              |
| 1933-34 | 20                               | 2                                 | 2                                | 1                                | 25                              |
| 1934-35 | 13                               | 1                                 | 5                                | 3                                | 22                              |
| 1935-36 | 14                               | 1                                 | 4                                | —                                | 19                              |
| 1936-37 | 19                               | 3                                 | —                                | 3                                | 25                              |
| Totals  | 245                              | 15                                | 43                               | 31                               | 334<br>(220 different students) |

## GRADUATE STUDENTS IN GEOGRAPHY ENROLLED IN SUMMER SCHOOL

|      |   |      |   |      |    |      |    |
|------|---|------|---|------|----|------|----|
| 1921 | 2 | 1925 | 6 | 1929 | 8  | 1933 | 13 |
| 1922 | 7 | 1926 | 6 | 1930 | 9  | 1934 | 13 |
| 1923 | 6 | 1927 | 6 | 1931 | 18 | 1935 | 18 |
| 1924 | 2 | 1928 | 9 | 1932 | 7  | 1936 | 18 |

INSTITUTIONS FROM WHICH STUDENTS HAVE COME TO  
THE GRADUATE SCHOOL OF GEOGRAPHY

| Institution                 | No. of Students | Institution               | No. of Students |
|-----------------------------|-----------------|---------------------------|-----------------|
| Allegheny College           | 1               | Glenville, W. Va., St.    |                 |
| American Univ. of Beirut    | 1               | N. S.                     | 1               |
| Bates College               | 1               | Harvard University        | 7               |
| Baylor University           | 1               | Holy Cross College        | 3               |
| Univ. of Berlin             | 1               | Illinois St. Norm. Univ.  | 15              |
| Bloomsburg, Pa., St. T. C.  | 1               | University of Illinois    | 7               |
| Boston University           | 1               | Indiana St. Norm. Sch.    | 1               |
| Brown University            | 1               | Indiana University        | 1               |
| Univ. of Budapest           | 2               | Iowa St. T. C.            | 3               |
| Univ. of California         | 3               | Johns Hopkins Univ.       | 1               |
| Univ. of Cambridge          |                 | Univ. of Kansas           | 1               |
| (Eng.)                      | 1               | Univ. of Leipzig          | 1               |
| Central Mich. St. Norm.     |                 | Univ. of Liverpool        | 1               |
| Sch.                        | 1               | Univ. of Manchester       | 1               |
| Cheney, Wash., St. Norm.    |                 | Mansfield, Pa., St. T. C. | 1               |
| Sch.                        | 1               | Marietta College          | 1               |
| Univ. of Chicago            | 20              | Mass. Inst. of Tech.      | 1               |
| Clark University            | 24              | Mass. State College       | 1               |
| Colgate University          | 1               | Mills College             | 1               |
| Coll. of City of Detroit    | 6               | Univ. of Michigan         | 3               |
| Univ. of Colorado           | 2               | Univ. of Minnesota        | 2               |
| Columbia University         | 4               | Moorhead, Minn., St. T.   |                 |
| Cornell University          | 1               | C.                        | 2               |
| Denison University          | 1               | Mount Holyoke Coll.       | 1               |
| Duluth St. Teach. Coll.     | 3               | Muskingum College         | 1               |
| Eastern Ill. St. T. C.      | 1               | Univ. of Nebraska         | 4               |
| Eastern Tenn. St. T. C.     | 1               | Newton Theol. Sem.        | 1               |
| Edinburgh University        | 1               | Univ. of No. Carolina     | 2               |
| Fitchburg, Mass., St. T. C. | 1               | Univ. of No. Dakota       | 3               |
| University of Florida       | 1               | Northwestern Univ.        | 4               |
| Ginling College (China)     | 1               | Oberlin College           | 2               |

INSTITUTIONS FROM WHICH STUDENTS HAVE COME TO  
THE GRADUATE SCHOOL OF GEOGRAPHY (CONTINUED)

| Institution                    | No. of Students | Institution                   | No. of Students |
|--------------------------------|-----------------|-------------------------------|-----------------|
| Ohio State Univ.               | 7               | Univ. of Utah                 | 1               |
| Oklahoma Univ.                 | 1               | Univ. of Utrecht              | 1               |
| Univ. of Omaha                 | 1               | Valley City, N. D., St. T. C. | 3               |
| Peabody Coll. for Teach.       | 2               | Vassar College                | 4               |
| Pennsylvania State Coll.       | 1               | Washington Univ.              | 1               |
| Univ. of Pa. Sch. of Educ.     | 1               | Univ. of Washington           | 1               |
| Univ. of Pittsburgh            | 1               | Wellesley College             | 4               |
| Univ. of Puerto Rico           | 1               | Western Ill. St. T. C.        | 1               |
| Randolph-Macon Woman's College | 2               | Western Reserve Univ.         | 1               |
| Scripps College                | 1               | Wheaton Coll. (Mass.)         | 1               |
| Simpson College                | 1               | Univ. of Wisconsin            | 7               |
| Smith College                  | 4               | Worcester St. T. C.           | 5               |
| Southwest Missouri St. T. C.   | 1               | Yale University               | 2               |
| Univ. of Stockholm             | 1               | Yenching Univ. (China)        | 1               |
| Syracuse University            | 2               | Univ. of Zurich               | 1               |
| Univ. of Toronto               | 1               | Total                         | 220             |

SPECIAL LECTURERS IN THE GRADUATE SCHOOL OF GEOGRAPHY

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INSTITUTIONS WHERE HOLDERS OF THE PH.D. DEGREE IN GEOGRAPHY  
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*Universities*

- CLARK UNIVERSITY, *Worcester, Massachusetts* (2)  
 INDIANA UNIVERSITY, *Bloomington, Indiana*  
 MIAMI UNIVERSITY, *Miami, Florida*  
 OHIO STATE UNIVERSITY, *Columbus, Ohio*  
 OHIO UNIVERSITY, *Athens, Ohio*  
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 WAYNE UNIVERSITY, *Detroit, Michigan*  
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\*Deceased.

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 UNIVERSITY COLLEGE, *Hull, East Yorkshire, England*  
 UNIVERSITY OF FLORIDA, *Gainesville, Florida* (2)  
 UNIVERSITY OF ILLINOIS, *Urbana, Illinois* (2)  
 UNIVERSITY OF KANSAS CITY, *Kansas City, Missouri*  
 UNIVERSITY OF MICHIGAN, *Ann Arbor, Michigan*  
 UNIVERSITY OF NEBRASKA, *Lincoln, Nebraska* (3)  
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 EMORY AND HENRY COLLEGE, *Emory, Virginia*  
 HUNTER COLLEGE, *New York, N. Y.*  
 MILWAUKEE-DOWNER COLLEGE, *Milwaukee, Wisconsin*  
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 STATE TEACHERS COLLEGE, *Monmouth, Oregon*  
 STATE TEACHERS COLLEGE, *Springfield, Missouri*  
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\* \* \*

GEOGRAFRISKA INSTITUTET, *Gothenburg, Sweden*

\* \* \*

TECHNICAL HIGH SCHOOL, *Springfield, Massachusetts*

INSTITUTIONS WHERE HOLDERS OF THE MASTER OF ARTS DEGREE  
 IN GEOGRAPHY ARE MEMBERS OF THE FACULTY

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 MIDDLEBURY COLLEGE, *Middlebury, Vermont*

UNIVERSITY OF COLORADO, *Boulder, Colorado*  
 UNIVERSITY OF NEBRASKA, *Lincoln, Nebraska*  
 UNIVERSITY OF PENNSYLVANIA, *Philadelphia, Pa.*  
 UNIVERSITY OF PUERTO RICO, *Rio Piedras, Puerto Rico*  
 UNIVERSITY OF ROCHESTER, *Rochester, New York*  
 UNIVERSITY OF WASHINGTON, *Seattle, Washington*  
 YENCHING UNIVERSITY, *Peking, China*

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CENTRAL STATE TEACHERS COLLEGE, *St. Johns, Michigan*  
 EASTERN ILLINOIS STATE TEACHERS COLLEGE, *Charleston, Illinois*  
 SAM HOUSTON STATE TEACHERS COLLEGE, *Huntsville, Texas*  
 SOUTHEASTERN TEACHERS COLLEGE, *Durant, Oklahoma*  
 SOUTHERN ILLINOIS STATE NORMAL UNIVERSITY, *Carbondale, Ill.*  
 STATE NORMAL SCHOOL, *Bellingham, Washington*  
 STATE NORMAL SCHOOL, *Bridgewater, Mass.*  
 STATE NORMAL SCHOOL, *Brockport, New York*  
 STATE NORMAL SCHOOL, *Glenville, West Virginia*  
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 STATE NORMAL SCHOOL, *Keene, New Hampshire*  
 STATE NORMAL SCHOOL, *Monmouth, Oregon*  
 STATE NORMAL SCHOOL, *New Britain, Conn.*  
 STATE NORMAL AND TRAINING SCHOOL, *Cortland, N. Y.*  
 STATE NORMAL SCHOOL, *Oswego, New York*  
 STATE NORMAL SCHOOL, *Potsdam, New York*  
 STATE NORMAL UNIVERSITY, *Normal, Illinois*  
 STATE TEACHERS COLLEGE, *Duluth, Minnesota*  
 STATE TEACHERS COLLEGE, *Fitchburg, Mass.*  
 STATE TEACHERS COLLEGE, *Flagstaff, Arizona*  
 STATE TEACHERS COLLEGE, *Kearney, Nebraska*  
 STATE TEACHERS COLLEGE, *Mayville, North Dakota*  
 STATE TEACHERS COLLEGE, *Moorhead, Minnesota*  
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 LEOMINSTER HIGH SCHOOL, *Leominster, Mass.*

NORTHEASTERN HIGH SCHOOL, *Detroit, Michigan*  
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\* \* \*

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 WEATHER BUREAU, *New York, N. Y.*

## THE COLLEGE

By DEAN HOMER P. LITTLE

**I**N JUNE, 1902, in a printed "Preliminary Announcement" appeared this statement: "The Board of Trustees of Clark University are gratified to announce that the Collegiate Department of the University will be inaugurated October 1, 1902, under the direction of Carroll D. Wright, Ph.D., LL.D., President of the Collegiate Department, and the officers of instruction and government to be associated with him whose names will be announced hereafter." The "regular courses of instruction" were to be "comprised in eleven departments" enumerated by the President-elect in the following order: Mathematics; English; History; Physics; Chemistry; Biology; Modern Languages; Political Science and Civics; Economics and Sociology; Psychology, Ethics, and Philosophy; Latin and Greek. It is of interest to note that, of these departments, all but Political Science and Civics still survive, although Mathematics is temporarily under the wing of Physics and History has added the phrase "and International Relations." Philosophy, after a long absence, is to reappear in the fall of 1937, still within the department of Psychology. New departments that have appeared are Fine Arts, Geography, Geology, and German. The last named department represents a new arrangement rather than a new departure since the teaching of German within the department of Modern Languages was an accomplished fact from the first. Music, as a branch of Fine Arts, appeared in the curriculum for the first time in September, 1936.

The new college started out with very modest commitments. For the first year instruction was promised in Mathematics "as the groundwork of college education," and in Latin and Greek, Modern Languages, History, Physics, Chemistry, Biology, and

English. The future was succinctly provided for with the promise "Courses will be properly developed for the second and third years."

On October 9, 1902, Carroll D. Wright was inaugurated as President of the Collegiate Department. Senator George F. Hoar, as president of the Board of Trustees, presided; Senator Henry Cabot Lodge and President G. Stanley Hall of the University gave addresses. At the close of the inaugural the new institution's first honorary degrees were conferred, both Senator Lodge and President Wright being honored with the doctor of laws.

Since the normal college course as originally established was of three years' duration, the first undergraduate degrees were conferred on June 21, 1905. The Commencement Address was given by Theodore Roosevelt, then President of the United States. With his address ringing in their ears, the first class to graduate went out from Clark. The class had entered with an enrollment of 63. It graduated 43, of whom 39 are still living.

To express with clarity and sureness the ideals of a college is difficult. Certainly one ideal of the new college was hard work. Mr. Clark expected that normally young men would secure in three years a training equivalent to that obtained at other institutions in four years. Indeed, the Trustees voted on November 9, 1901, "that the regular course of instruction in said college be three years, and that the classes be designated as freshmen, juniors, and seniors." This ruling remained in force for about 20 years. On January 27, 1922, however, the Trustees voted to remove a regulation limiting the number of four-year students that could be enrolled in the college. This action followed the adoption of a recommendation by the faculty that the requirement for graduation be increased from 108 to 120 semester hours. By these two actions the collegiate department became essentially a four year college. Nevertheless the "opportunity to complete the course in three years is still open, as in other colleges, to well prepared and serious students."

The students of the new college were presented not only with the ideal of hard work, but also with that of high scholastic accomplishment. Senator Hoar, at President Wright's inauguration, took occasion to assure the friends of the University that the establishment of the College would bring about no abandonment or lowering of the scholastic ideals of the institution. Dr. Hall, on the same occasion, appealed to the students "to see to it that none of the impairment or weakening which could so easily and insensibly result, come through them to the University, but that we be made stronger by your work." Three other ideals for the young college permeated the inaugural remarks: first, the exploration of newer fields of college study; second, the development of a high type of citizenship; and third, a hope that Worcester might, because of the educational advantages offered by the Collegiate Department, become "a yet more desirable residence..." These dedicators of the college presented what it still accepts as its aims—hard work, scholarship, citizenship, and value to the community.

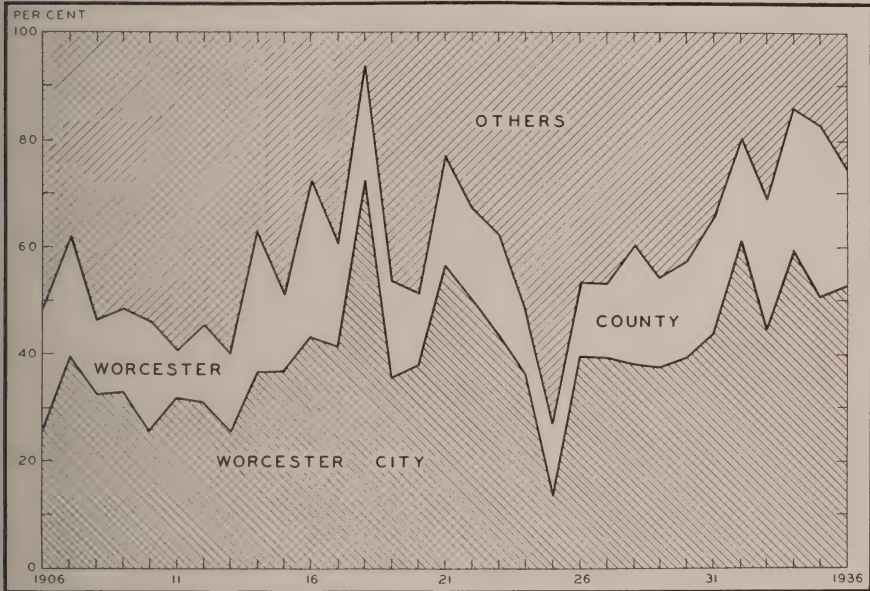
The young institution immediately began contributing in an important way to the training of local boys. The first entering class, numbering 63, included 46 from Worcester. The graphs below show, as closely as available statistics permit, the number of Worcester boys and Worcester County boys in each freshman class compared with the total enrollment:

## FRESHMAN ENROLLMENTS

|      |    |      |    |      |     |      |     |
|------|----|------|----|------|-----|------|-----|
| 1902 | 63 | 1911 | 79 | 1920 | 74  | 1929 | 90  |
| 1903 | 27 | 1912 | 55 | 1921 | 78  | 1930 | 87  |
| 1904 | 26 | 1913 | 75 | 1922 | 82  | 1931 | 64  |
| 1905 | 30 | 1914 | 52 | 1923 | 53  | 1932 | 98  |
| 1906 | 54 | 1915 | 82 | 1924 | 58  | 1933 | 103 |
| 1907 | 58 | 1916 | 58 | 1925 | 104 | 1934 | 99  |
| 1908 | 56 | 1917 | 53 | 1926 | 73  | 1935 | 93  |
| 1909 | 95 | 1918 | 97 | 1927 | 81  | 1936 | 84  |
| 1910 | 78 | 1919 | 84 | 1928 | 63  |      |     |

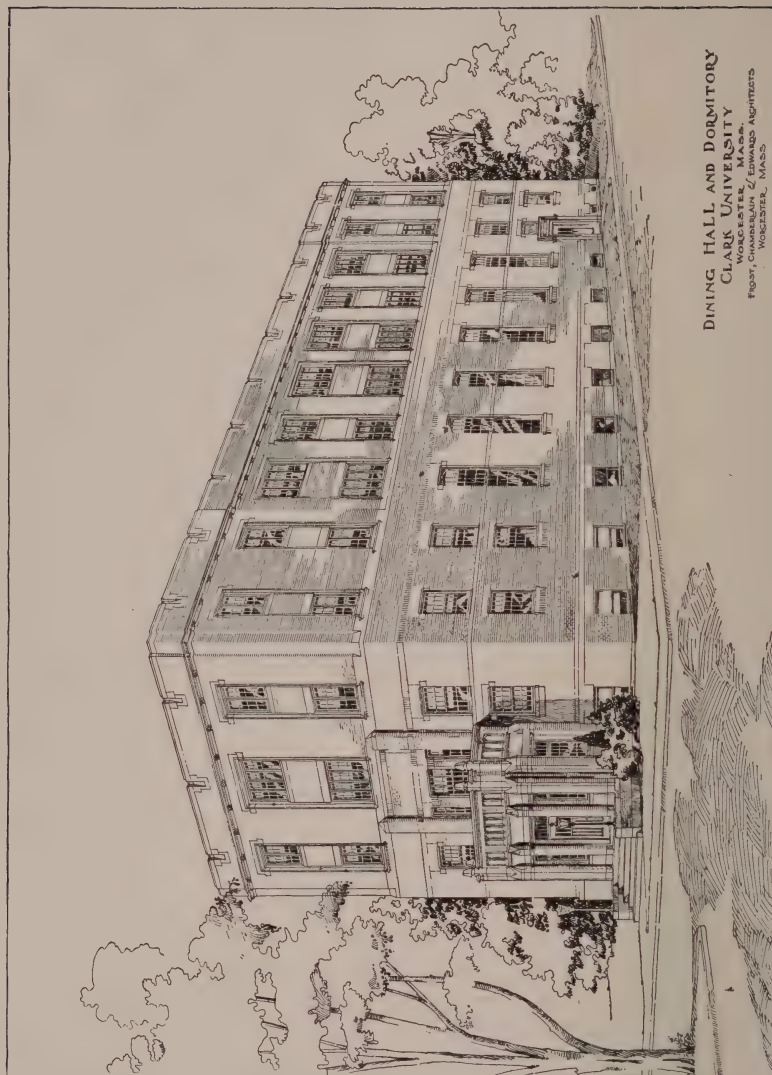
Although it is not the desire of the institution to be simply a city college, it is expected that the needs of local young men for an education will continue to be served to the full.

In order that deserving youth, both local and otherwise, might be as effectively served as possible, the founder desired that costs at Clark be kept low. The trustees have further coöperated by



PERCENTAGE DISTRIBUTION OF UNDERGRADUATE ENROLLMENT  
BY YEAR OF ENTRY, 1906-1936

establishing Jonas G. Clark scholarships which pay one-half tuition. By securing one of these scholarships a local boy can obtain the education offered by Clark for a total outlay of \$175.00 per year; for out-of-town students who hold a scholarship the cost is still as low as \$550.00 per year. Besides scholarships, there are available as aids loan funds and, to some extent, employment by the university. In recent years funds from the Federal government have, as at many other institutions, financed additional employment. Thus a surprising percentage of local students, almost totally lacking in financial backing, have been able



DINING HALL AND DORMITORY  
CLARK UNIVERSITY  
WORCESTER, MASS.  
FRIST, CHAMBERLAIN & EDWARDS ARCHTTS  
WORCESTER, MASS.

to carry on successfully. Boys from a distance find self-financing much more difficult since room and board at once add an additional burden of about \$350.00. The institution is, unfortunately, almost totally lacking in those endowed scholarships which at other colleges contribute importantly in such cases. Nevertheless several splendid young men from outside the city are earning the extra \$10.00 a week necessary to meet both room and board. Approximately \$23,250.00 will be earned by undergraduate students of Clark between June, 1936 and June, 1937. Out of a current student body of 274, there are, moreover, 86 holding scholarships ranging in value from \$25.00 to \$200.00. Of these, 77 consist of partial remission of tuition by the University ("Jonas G. Clark Scholarships"). In addition to scholarships, 62 undergraduates are receiving pay from the government ("NYA") 8 are employed in the Dining Hall and Dormitory, 2 in the library, and 2 as laboratory assistants. In addition loans totaling \$1410.00 have been granted to 20 during the current year. To many of these young men college would be an unattainable dream without the University's coöperation. Certainly the deserving young man receives at Clark the consideration the founder desired.

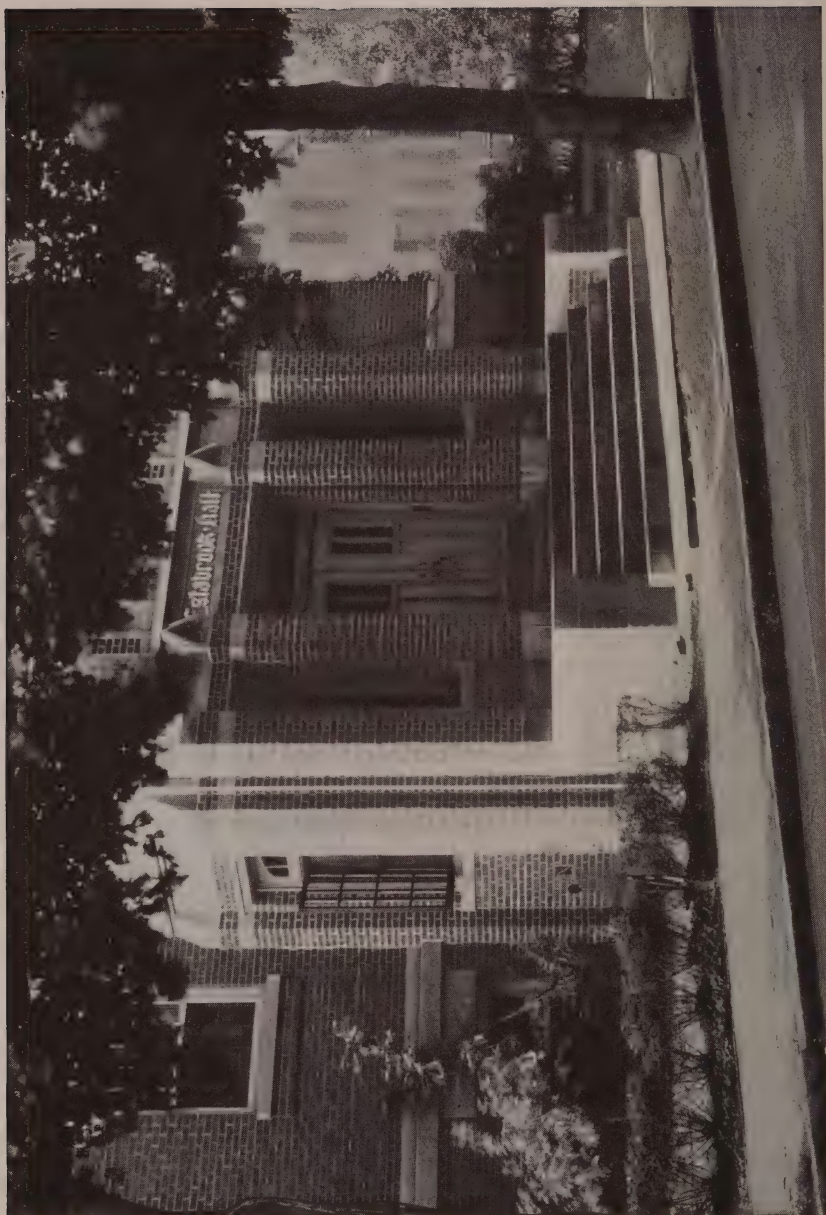
Hard work also is still in favor. Its exemplification in the form of a normal three year course has, as noted earlier, disappeared, partly because of the desire of students to participate in activities such as attend life at most colleges and partly because of the desire of the University to meet the insistence in many outside quarters that 120 semester hours rather than the 108 characteristic of the three year course must constitute the requirements for a universally recognized college degree. Although four years are therefore now usually required to obtain the degree, every attempt has been made to retain the high scholastic standards which undoubtedly characterized the intensive three year course. Moreover, the ideal of a highly trained faculty has been maintained. At present all but 6 out of a faculty of 40 hold a doctor of philoso-

phy degree from some well-recognized university. Furthermore, they are experienced teachers, all but 4 having taught at least five years. The Clark Scholarship Society, founded in 1914 still flourishes. Annual elections have ranged from 3 in 1919 and 1924 to 12 in 1930. As an added incentive to scholarship, Honors Courses were introduced in September, 1934. Only students who at the end of their Sophomore year average in the upper third of their class are eligible to apply for permission for such work. If accepted, they are permitted to carry one course out of five under the special direction of the instructor concerned, free from all restrictions except that the quality of the work must be high. Students accepted for honors work are as follows: September, 1934, 14; September, 1935, 10; September, 1936, 16. Some, accepted, have withdrawn; others have found the work most stimulating.

Training for citizenship, emphasized at the founding of the collegiate department, is the most elusive aim of all. However, if the demand for high standards of accomplishment, faculty impatience with dishonesty, the example of participation in and support of community affairs by the faculty, and the provision of courses which deal dispassionately but soundly with problems of national and international society provide training for citizenship, then Clark is still doing her bit in this direction. Administration and faculty are united in believing that more can be accomplished by sound training than by direct inculcation. Insofar as the college is successful in giving sound training, the community is served. There are, however, two recent campus ventures which might be viewed as direct attempts at citizenship training. One is of doubtful success, the other is still in the experimental stage—I refer to the Student-Faculty Council and the granting of personal responsibility for class attendance to students of reasonably high standing. The Student-Faculty Council as organized in 1932 included a student representative from each important non-athletic campus activity, together with the

faculty adviser of each of these activities so far as one had been assigned. Student members, by the provisions of the constitution, outnumbered faculty members. One important function of the Council was to keep politics out of student elections by providing for confirmation of the Council of officers elected by the various member organizations. The Council was also to discuss and, if possible, remedy other matters affecting student morale, and to have power over the distribution to the non-athletic organizations of available student-body funds. Unfortunately, the last responsibility came to overshadow all others. Therefore when this fall, by vote of the Council, its power in appropriation of funds was delegated to a faculty committee, its reason for being ceased in the eyes of many. What it seems to the writer should be the most influential and helpful organization on the campus has consequently ceased to function actively. The second experiment in citizenship, namely, self-responsibility for class attendance, was not put into effect until February, 1937. In this experiment all Sophomores, Juniors, and Seniors who have maintained an average of B- for the preceding semester are relieved from all attendance regulations. Such action is in line with the tendency in many high-grade colleges. From such of these institutions as the writer has heard reports, the experiment seems a success. If Clark students are as serious as is generally reported, there seems to be no reason why it should not be equally successful here.

There are various other educational experiments going on which have no particular connection with the ideals of the founders except as they reflect an intention to keep the institution at least abreast of the times. I refer to the freshman induction program, placement examinations, a fifth year for students wishing to prepare for teaching, and the recent revision of the curriculum. Each of these deserves brief attention. In the fall of 1935 freshmen, for the first time at Clark, were required to report at least a day before the upperclassmen. In the fall of 1936 the time was extended to two days. This period was spent in acquainting

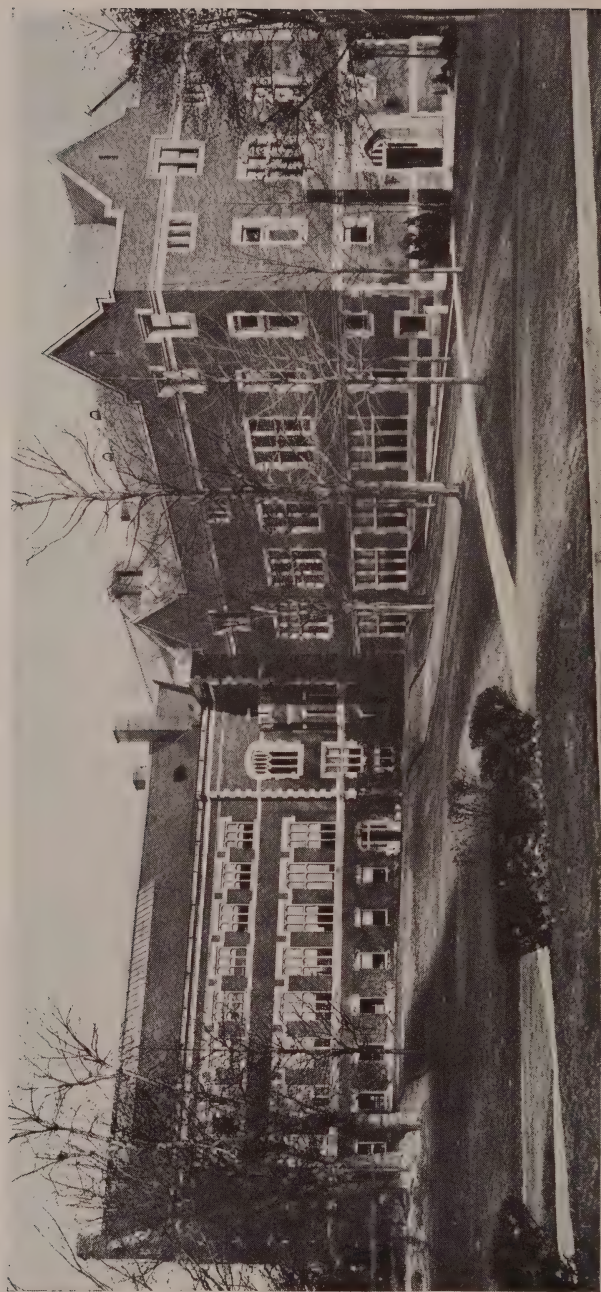


ESTABROOK HALL  
*The Freshman Dormitory*

the new comers with something of the ideals and activities of Clark, the fields of intellectual endeavor available, and particularly with instructors and opportunities in the departments in which their major interests lay. A picnic and games at a neighboring lake, a dinner for small groups at several faculty homes, and a play by CUPS in the evening provided the planned social activities. In addition time was found for the scholastic aptitude test, previously given after the opening of college. In the fall of 1936 placement tests in foreign language, voted by the faculty the preceding spring, were incorporated in the induction program. Some freshmen were found fitted for just the work their years of preparation in high school indicated, some were not so far advanced, and a few were found capable of doing work of a higher advancement than would have been normally anticipated. The instructors in foreign languages expressed themselves as pleased with the results. Consideration is now being given to extending the use of the tests to other departments. The induction program, by vote of the faculty, has been given a definite place in the college calendar.

The fifth year for students desiring to teach, though of course an addition to the graduate school, has a direct bearing on undergraduate opportunity at Clark. The demand that prospective teachers present both graduate work and specific courses in education is met by those who complete this year. In addition the unusual opportunity of 12 weeks of practice teaching in the schools of the county has been afforded. Because of their success in practice teaching two students found employment before the close of the year.

The fourth educational experiment, curriculum revision, is not revolutionary in any way. A faculty committee, after two years of work on the problem, presented its report in the spring of 1936; its recommendation as modified by the faculty, went into effect in September, 1936. Those interested will find its provisions incorporated in the current college catalog. The major changes



LIBRARY AND GEOGRAPHY BUILDING

reduced the amount of foreign language required in high school and college combined, made it necessary for all to carry a modern foreign language of at least third year college grade in college, and abolished the requirement of a semester's course in Fine Arts and a second year in English, substituting therefore a year's requirement in Fine Arts or Literature. The long established major, with its requirement of four year courses in one department, and its attendant minor of three year courses in one department were also done away with. In place of major and minor a seven-year-course major was established, with the proviso that four or five of the seven courses must be in the department of major interest and the others distributed as the major department agreed was wise. The result of all these changes is to give on the whole greater flexibility to a student's program. Though the changes, as stated, are not revolutionary, they show the awareness of the faculty to curriculum problems.

Other undergraduate campus relationships for which the administration or faculty are primarily responsible include the advisory system, the college assembly, the dining hall, and the dormitory. At Clark, as at many colleges, each student is given a member of the faculty as adviser. The system is of varying success. Sometimes the instructor feels that the student should take the initiative in bringing about a conference; in other cases the student feels that he will appear forward if he goes to the instructor. When these two types meet, obviously little help comes from the system. When, however, a friendly instructor takes the initiative with a boy craving guidance, much is accomplished. In many cases, too, a boy summoned for advice has profited thereby. The generalization can probably be made that most instructors try to be helpful after trouble comes to a lad but that too few get on sufficiently intimate terms with him to see trouble coming and forestall it. The induction program aims to remedy this condition by getting freshmen promptly on friendly terms with those who are to advise them.

The college assembly is largely in the hands of the Dean. As has long been the custom, the assembly meets at 12 o'clock each Monday. It has never taken a religious turn, though occasionally a minister is called upon to speak. Talks by instructors, occasional illustrated lectures, reviews of current topics, vocational addresses, and occasional musical programs are provided. A few students seem to enjoy the assemblies; probably it is fair to say that the student body as a whole merely tolerates them. Yet without them, many important notices would go unread and student body business would be much less satisfactorily transacted.

The dining hall and dormitory can be considered jointly. The dining hall is managed by the Superintendent of Buildings, though occasional problems demand study by the Dean as well. Compulsory eating at even the best hotels sometimes becomes boring; the same condition naturally arises at a college commons. Nevertheless I am sure that there is more general satisfaction with the Dining Hall during the current year than at any of the preceding 15 years I have had some knowledge of its workings. For this the present competent chef must receive much credit. Installation of modern equipment through the efforts of the Superintendent of Buildings has helped in bringing greater satisfaction. The dormitory, consisting of two floors built above the Dining Hall in 1924 has never been a problem, but has been a real contributor to college life. Such difficulties as have occasionally arisen have usually been satisfactorily handled by the Dormitory Council assisted at times by the Proctor. I feel that students at Clark are to be congratulated on their dormitory conduct. Both Dining Hall and Dormitory, however, suffer from a common problem—the need of more out-of-town students to enable them to serve the college community to a greater extent. In the Dining Hall particularly a larger potential patronage would permit the installment of certain desirable amenities at the evening meal at least—tablecloths and waiters, perhaps. The



A CAMPUS VIEW

eventual reaction on student attitudes could scarcely fail to be favorable. In passing, it should be said that many students feel that an increased number of non-commuters would solve other more perplexing problems at Clark.

Up to now the details reported on have been those under immediate control of faculty or administration. In addition there are a multitude of activities, athletic and non-athletic, largely under student control. Schedules for intercollegiate contests and public appearances of musical clubs and debating, must, to be sure, be approved by the College Board, and expenditure of funds must be approved by the faculty adviser. The administration has also for several years, at student request, collected such student taxes as are intended for the support of student activities. For such support the Trustees grant \$5.00 per semester from tuition charges; in addition each student contributes \$5.00 per semester beyond his tuition—in all, \$20.00 per man per year. Even then financing of the numerous activities is difficult because of the smallness of the student body. Of the \$20.00 collected, athletics receive \$12.50, each class treasury \$.50, and the student body treasury \$.50; the balance is divided between non-athletic activities as the best judgment of a faculty committee, appointed this year for the first time at request of the student-faculty council, dictates. In athletics, intercollegiate competition takes place in soccer, basketball, tennis, and baseball. Last year, by pooling the sums paid for seasonal coaches, it was possible to obtain for the first time a resident coach. The faculty hopes that with his assistance the Director of Physical Education may find it possible to extend campus interest in intra-mural sports. Friends of the institution may recall that until 1920 intercollegiate athletic contests were not permitted at Clark. For a number of years Professor Potter has carried out the arduous duties of Treasurer of the Athletic Association. In recent years Mr. Guy Burnham has brought order out of chaos by keeping similar unified accounts for the non-athletic activities. All this faculty oversight is carried

out inconspicuously; the rest of the planning and management is in the hands of the students.

Social activities are still more completely under student control. So far as on-campus dances are concerned, the administration asks only that parties be so planned that bills can be paid, that affairs be held only at reasonable intervals, and that conduct be gentlemanly. The student body of Clark can be, as a whole, highly commended on all these counts. Off-campus events by such organizations as fraternities are expected to be properly chaperoned; otherwise the college attempts little supervision. It is to the credit of the organizations concerned that only occasionally are complaints received concerning their conduct. There does, however, seem to be a place for more general social gatherings where students and faculty may meet informally, something resembling the College Suppers of a few college generations ago. Student leadership, nevertheless, does not seem active in that direction and that problem so far has not been satisfactorily solved.

The total number of undergraduate alumni holding the Bachelor of Arts degree is 1277. Unfortunately most of those not receiving degrees are lost track of; among them are many who might become loyal friends of the institution.

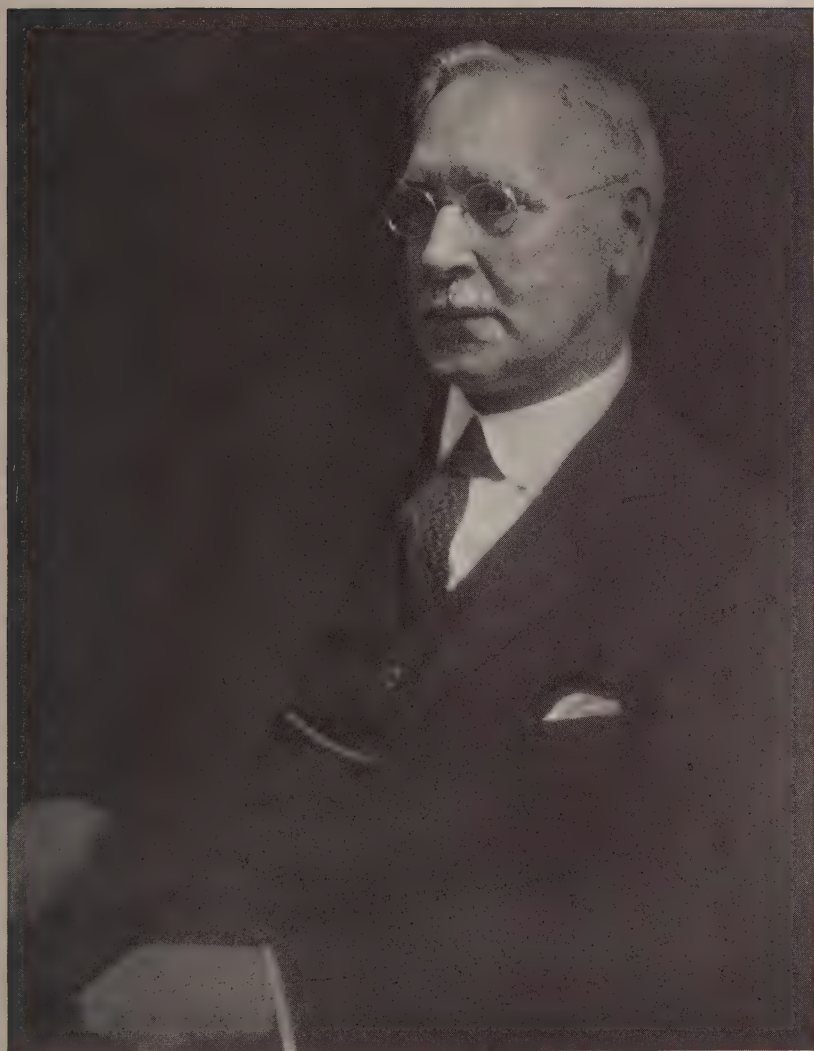
In concluding this review I wish to express my opinion that the greatest need of the collegiate department is a geographic cosmopolitanism such as obtains in the graduate department. The prospective improvements in the physical plant, when combined with a careful preservation of the traditional scholastic standards, I hope will bring this cosmopolitanism about. Such a result would undoubtedly contribute greatly to the advantage of local students as well as those from away.

## THE UNIVERSITY LIBRARY

By EDITH M. BAKER

**I**N ANNOUNCING to the Board of Trustees his gifts to establish the University Mr. Clark provided \$100,000 as a Library Fund. In making his appointments to the Faculty President Hall requested each appointee to send him at once a list of the books and journals he would require for his department. The Librarian, Louis N. Wilson, who assumed his duties April 28, 1889, arranged and classified these lists, copies of which were sent to dealers here and abroad for quotations, and the orders were placed as speedily as possible. During the summer months shelves were installed in the large room of the administration building, immediately over the main entrance and in two smaller rooms adjoining. Mr. Clark sent from his house about 3000 volumes of bound periodicals and books, on subjects likely to be of service to the new institution. He also presented the University with the cases which held the books in his home. The cases and books were placed in one of the smaller rooms, and cases were built for the scientific books ordered by the various departments. As the professors arrived in the late summer they met to decide upon a system of classification.

At the death of Mr. Clark in 1900 the Library received about one fourth of his estate, to become effective at the death of Mrs. Clark, and the sum of \$150,000 for the erection of a library building. The plans for the new building were prepared by Frost, Briggs and Chamberlain, and it was built by Norcross Brothers. Mr. O. W. Norcross, one of the foremost builders of his day and, later, a member of the Board of Trustees, gave a great deal of personal attention to the construction.



DR. LOUIS N. WILSON  
*Librarian, 1889-1929*

The Librarian was given large liberty in the planning and construction of the building, being advised at all points by President Hall and Dr. Thomas H. Gage, Treasurer of the University.

The building was completed in 1903 and has served its purpose admirably down to the present time. The cost of construction and equipment was \$125,000 or \$25,000 below the sum left by Mr. Clark for that purpose.

After the establishment of the Collegiate Department in 1902 it was decided to provide an addition to the Library building and construction began in 1909. The same architects and builders were employed as in the case of the main library building and it was completed at a cost of about \$100,000.

When the University and College were reorganized in 1921 the two libraries, that had been maintained up to that time, were united. This arrangement enabled us to conduct the work more efficiently and at much less expense.

In August, 1914, immediately after the opening of the World War, Clark University Library decided to make a collection of the printed material dealing with the great war. Our book purchasing agent was instructed to send us on inspection all books and pamphlets relating to the war as soon as they were published.

We ordered all posters that we could purchase and the librarian wrote many personal letters to friends in Russia, France, Canada and the United States, endeavoring to obtain those we could not buy.

In 1918 we found that several of the large college libraries were collecting war material and we decided it was unwise to continue our work on so large a scale.

We have a very fine library of the first books that were published on the war. This consists of about 9500 books, 3500 posters and 3000 war pictures.

A beautiful tablet as a memorial to the nine Clark men who gave their lives in the Great War, hangs on the wall of the main entrance to the library building.



LIBRARY WINDOW

The symbolism of the tablet is thus explained by Mr. Hermon MacNeil, the sculptor:



MEMORIAL TABLET TO CLARK MEN WHO DIED IN SERVICE  
DURING THE WORLD WAR

"The main thought is the carving of the names of the boys by the recording angel on the great circular shield of the United States.

Below the names is the eagle of the United States, and above them an indication of a wreath.

At the base of the shield lie implements used in the World War.

At the top, the ship and dolphins suggest the carrying on of the war overseas.

The stars in the circle of inscription stand for the States and along with them are leaves of laurel. Among the implements of war are leaves of oak, expressive of the strength and endurance of both individuals and the Nation."

One of the important functions of the library is collecting the writings of the Clark alumni. It is difficult to secure these without the authors' coöperation. The library has 1182 books and several thousand papers written by the graduates. It desires to make this collection as complete as possible and hopes that Clark graduates will send in a copy of everything they have published.

A list of such publications which are now in the library will be sent anyone who will assist in completing it.

The Library has issued eight volumes of "Clark University Library Publications" published between 1903 and 1935.

Many gifts have been received by the Library which space does not allow us to mention here. For all of these we feel the deepest appreciation. The more important collections which have been presented to the library may be of interest.

From time to time during his life, Hon. John E. Russell of Leicester, Mass., gave the library many books, and his will, which was probated in 1903 gave us his entire library, with the understanding that it be kept as a unit.

In 1916 Mrs. Abbie A. Bigelow presented to the library 297 beautifully bound volumes of standard authors. She also gave a bookplate designed by Mrs. Emily Burling Waite Manchester from which we have had cuts made and placed in each volume. Later on Mrs. Bigelow gave us an oil portrait of herself painted by Mrs. Manchester.

Dr. G. Stanley Hall's library, of 3600 volumes with its furniture, came into our possession at his death in 1925, and is now located in the Hall Memorial Room in the administration building of the university.

The most notable gift of the year 1928 was the library of the late Professor William Libbey, presented by his widow, Mrs. Mary E. Libbey. This library consists of about 8000 bound volumes, 1400 pamphlets, several hundred maps, a card catalogue of geographic literature and a collection of about 14,000 lantern slides. Mrs. Libbey also gave a portrait of Professor Libbey which hangs in the William Libbey Room.

The geography room now contains 1200 maps and 5 large map models.

In 1928, David Hale Fanning of Worcester, Mass., gave us a very choice set of books and pictures on the American Indian by Edward S. Curtis. This set consists of 20 volumes of text and 20 volumes of plates, all beautifully bound in brown morocco. Besides this set Mr. Fanning was always most generous in his gifts to the library.

On Commencement Day, 1930, the graduating class presented the library with a drinking fountain which was installed on the landing between the first and second floors of the library. Judging from its constant use, it fills a long felt want.

One hundred forty-one volumes on the classics were left to Clark University Library in 1931 by the will of Rev. Austin P. Garver, formerly pastor of the First Unitarian Church, of Worcester, Mass.

In 1932 Mrs. Alfred L. P. Dennis presented to the library 952 volumes of history from her husband's library, a special bookplate, and his desk. A brass plate has been placed on the desk which is in one of the history rooms in the main building. Professor Dennis, a well known historian, had been a member of our faculty for several years.

In 1934 Mr. Hamilton Wood of the Commonwealth Press presented the library with a copy of the smallest book in the world, "The Rose Garden of Omar Khayyam," translated by Eben Francis Thompson, which has an edition of 150 copies. The various stages in the reduction of the plates are described in



G. STANLEY HALL MEMORIAL ROOM

a pamphlet accompanying the book. After this edition was printed the plates were destroyed.

It was the expressed desire of our founder, Mr. Clark, that the University should always maintain the highest possible academic standards, and his special endowment to the library has enabled us to make it one of the University's most distinctive features. It now contains over 156,000 volumes, and we receive at present 573 different periodicals by gift or subscription.

By judicious purchasing and careful consideration of suggestions made by our faculty we feel that we have put our library on a very firm foundation.

To the untiring devotion of Dr. Louis N. Wilson, who was our librarian for forty years is due in large measure the success of our work, and there could be no greater monument erected to him than our library as it stands today.

## THE ART DEPARTMENT

*By LORING H. DODD, Curator*

**I**N his last will and testament the Founder of the University bequeathed "the sum of \$100,000, as an endowment fund for the Art Department of said University, and said sum is to be held and kept sacred and intact as a principal not to be used or expended under any conditions; but the income, interest or proceeds thereof shall be used only in putting and keeping said works of art or others given or obtained for said department in good condition and in taking care of them; and then if there is a surplus of the income of said fund, I will and direct that it be used in the purchase of additional works of art or of such matters as will add to the usefulness and efficiency of said Art Department."

Under these conditions a large room has been furnished and equipped on the upper floor of the Library Building. Upon the death of Mrs. Clark, those of the Founder's collection that were deemed most suitable for this purpose were arranged and displayed in this room, together with his most valuable books, which, by the conditions of the will, cannot be removed from the building. This collection consists of 2970 books and 74 paintings. A complete catalogue of these books and paintings has been issued in the Publications of the Library, Vol. 2, No. 1.

Six portraits and two landscape paintings have been added to the collection:

1909. Portrait of the late Carroll D. Wright, president of Clark College from 1903 to 1909, by the late Frederick Vinton of Boston.

This painting was awarded the Temple Gold Medal at the 1909 Exhibition of the Pennsylvania Academy of Fine Arts.

1911. Portrait of G. Stanley Hall, president of Clark University from 1888 to 1920, by the late Frederick P. Vinton of Boston.

1913. Landscape painting, "Snowing," by Joseph H. Greenwood of Worcester.

1914. Portrait of Edmund C. Sanford, president of Clark College from 1909 to 1920, by Joseph De Camp of Boston.

1921. Portrait of Augustus George Bullock, member of the Board of Trustees from 1901 to 1926 and president of the Board from 1905 to 1919, by Leslie P. Thompson of Boston.

1925. Portrait of Wallace W. Atwood, president of Clark University since 1920, by John C. Johansen of New York.

1926. Landscape painting, "Sugar Loaf Mountain, Deerfield, Mass.," by Colin A. Scott. Dr. Scott was Fellow in Psychology at Clark, 1894-1896, and received the Ph.D. degree June 30, 1896.

1932. The most recent addition to the collection is a portrait of Louis N. Wilson, librarian of Clark University from 1889 to 1929, librarian emeritus, 1929-, by Leopold Seyffert of New York.

To commemorate the twenty-fifth anniversary of the University the Board of Trustees, early in 1914, commissioned Mr. Victor D. Brenner of New York to prepare a medal to mark that event. The medal is made of bronze and is three inches in diameter. On the obverse side is delineated the head of President G. Stanley Hall, and on the reverse a beautiful allegorical group symbolizing the spirit of the University and the legend:

"Knowledge is proud that he has learned so much,  
Wisdom is humble that he knows no more."

Shortly before his death Dr. Sanford gave the Art Department a silver vase bearing an etching of Fuji-Yama and inscribed, "To Dr. E. C. Sanford from Nakanishi and Kakise, Tokio, 1921."


In 1931 eight very beautiful Chinese lanterns were presented to the University by Mr. Y. C. Wu of Peiping. These lanterns have been hung in the Art Room.

While Dr. Wilson remained active as librarian he served also as Curator of the Art Collection. In 1933 Dr. Loring H. Dodd was appointed to that position.

## COURSES OF COLLEGE GRADE FOR ADULTS

(*EXTENSION COURSES*): 1925-37

By PHILIP H. CHURCHMAN

HE UNIVERSITY RECORDS show that, in the year 1925-26, five informal extension courses were given, three in the first semester and two in the second. In these there were 21 different students enrolled. Occasional courses for outsiders were offered before that date.

The first record of the formal organization of "extension courses" is to be found in the faculty minutes in which it is stated that a report was adopted by the faculty on June 3, 1926, requesting the trustees to approve the giving of a series of special classes to meet the needs of teachers and others in Worcester and vicinity. The trustees gave their approval, and in August 1926 the committee issued its first bulletin of "Courses of College Grade for Teachers." The instructional work began in September.

These courses have been continued every year since that beginning. They have subsequently been known as "extension courses," and later as "courses of college grade for adults."

In the 12 years of their existence the total number of yearly enrollments of different students in these courses is 1729; allowing for repetition of the same name from year to year, the record shows that 849 different persons have taken these courses. The total of enrollments in courses is of course larger than either of these figures, since many have taken more than one course at a time. The present limit is two courses for any person engaged in full-time work.

The number of courses given per year has varied from five in 1925-26 to a maximum of 25 in 1934-35. In the present year there are 21.

Of the 849 different students served by "extension courses," 154 have earned at least some credit toward the degree of B.Ed. at Clark. Of these 92 have already received this degree, 52 are candidates at present and 10 have allowed their candidacy to lapse. The total present number of candidates enrolled for the B.Ed. degree is 72.

#### THE DEGREE OF BACHELOR OF EDUCATION

*Established in 1926*

The degree of Bachelor of Education is offered to teachers, both men and women, who have completed a two-year normal school course, or its equivalent, and who have had at least one year of experience in teaching. Candidates for this degree are under the direction of the Committee on Extension Courses and Special Students.

The degree is awarded on the satisfactory completion of a program of studies aggregating slightly more than the equivalent of two years of regular college work, in addition to the normal school course. Candidates for the degree may earn the necessary credit in summer school, in extension courses ("Courses of College Grade for Adults"), and in regular college courses. A minimum of thirty (30) semester hours must be earned in residence at Clark University. All or part of the balance may be earned elsewhere, subject to approval in advance by the Committee on Extension Courses and Special Students or its representative. A series of courses designated as "Courses of College Grade for Adults" is offered each semester at the University to meet the needs of candidates for the degree of Bachelor of Education. Study outside of regular classes conducted under the auspices of a recognized institution of college grade cannot be accepted for "credit" though such study may be the basis of relief from requirements in particular subjects.

A teacher in active service may normally earn a maximum of four semester hours of credit in each semester of the academic year and six hours in a six-week summer school. At this rate,

the degree can be secured in five calendar years after the completion of the normal school course. Men who are candidates for the degree and who can devote themselves to full-time study will usually find it possible to enroll in regular college classes for a program yielding fifteen semester hours of credit each semester. Women are not admitted to college classes at Clark University and will usually not find it possible to secure a full-time program of courses during the regular academic year.

The program leading to the degree includes requirements in English, foreign language, laboratory science, social science and education.

#### REQUIREMENTS FOR THE DEGREE

1. 120 semester hours of college credit, including advanced standing granted at the time of admission to candidacy.
2. At least 30 semester hours of credit earned *in residence* at Clark University. (Included in the total of 120 semester hours.)
3. At least 15 semester hours of credit earned after admission to candidacy. (Included in the total of 120 semester hours.)
4. At least one year's teaching experience.
5. Requirements in particular subjects:
  - a. Six semester hours in psychology or education, taken after the completion of the two-year normal school course or its equivalent.
  - b. Six semester hours of laboratory science, taken after the completion of the two-year normal school course or its equivalent.
  - c. Ten semester hours of English, which may be taken in whole or in part in the normal school course.
  - d. Ten semester hours of foreign language, which may be taken in whole or in part in the normal school course.
  - e. Twelve semester hours of economics, geography, government, history, or sociology, at least six of which must be taken after the completion of the two-year normal school course or its equivalent.

# THE FIRST FIFTY YEARS

## EXTENSION DIVISION STATISTICS

| Year    | No. of Diff.<br>Students | Total No. of<br>Enrollments |          | No. of Courses<br>Given |          |
|---------|--------------------------|-----------------------------|----------|-------------------------|----------|
|         |                          | 1st sem.                    | 2nd sem. | 1st sem.                | 2nd sem. |
| 1925-26 | 21                       | 22                          | 9        | 3                       | 2        |
| 1926-27 | 69                       | 65                          | 28       | 5                       | 2        |
| 1927-28 | 104                      | 154                         | 175      | 5                       | 7        |
| 1928-29 | 190                      | 182                         | 229      | 11                      | 10       |
| 1929-30 | 280                      | 335                         | 257      | 10                      | 9        |
| 1930-31 | 181                      | 282                         | 190      | 8                       | 7        |
| 1931-32 | 185                      | 209                         | 168      | 9                       | 8        |
| 1932-33 | 148                      | 180                         | 138      | 12                      | 12       |
| 1933-34 | 130                      | 144                         | 143      | 11                      | 11       |
| 1934-35 | 155                      | 153                         | 158      | 12                      | 13       |
| 1935-36 | 144                      | 150                         | 119      | 12                      | 11       |
| 1936-37 | 122                      | 121                         | 107      | 10                      | 11       |

TOTAL 1729

Number of different Students 849

Number of B.Ed. graduates who have earned credit toward the degree through Clark University extension courses ..... 92

Number of present B.Ed. candidates who are now or have been enrolled in Clark University extension courses ..... 52

Number of former B.Ed. candidates (candidacy lapsed) who have been enrolled in C. U. extension courses ..... 10


TOTAL ..... 154

Number of B.Ed. candidates at this date ..... 72

It is to be noticed that of the 849 different students served by the extension courses in the past twelve years, only 154 have been directly interested in earning credit toward the B.Ed. degree at Clark.

## HOME STUDY DEPARTMENT

*By* KATHERINE REID

HE HOME STUDY DEPARTMENT was opened April 1, 1923. Twenty-two different courses have been offered, eight pedagogical and fourteen academic. This department was established for the purpose of aiding teachers, without loss of time from their regular teaching, to complete work for degrees, to satisfy requirements for renewing teaching certificates, and to earn advancement in their profession. It has also enabled some students to do systematic work for the sake of broadening their intellectual life. The courses were all in the field of geography.

In the fourteen years of its existence, 1271 persons have availed themselves of this aid. Enrollments have come from 45 states, from Canada, Greece, China, Hawaii, India, Porto Rico, and the West Indies. Massachusetts, New York, Illinois, Pennsylvania and Ohio have led in the number of enrollments. The percentage of students in pedagogic and academic courses has been about the same.

Each course, when satisfactorily completed, carried a credit of three semester hours of college grade. Of the students who have taken this work, 436 have received credit for one course, 69 for two courses, 29 for three courses, 8 for four courses, 2 for five courses, 2 for six courses, 1 for seven courses and 1 for nine courses.

In 1927 the University sponsored a service of classroom aids in connection with the Home Study Department. This consisted of illustrated pamphlets, booklets, maps, charts and posters all of value to teachers in the classroom. This service was made possible through the generous coöperation of government bureaus of the United States and foreign countries, tourist bureaus, trans-

portation companies, manufacturers, importers, and other business houses. Packages of this material covering various phases of geography study, such as home geography, food, clothing and shelter, and various manufactures were made up and sent to teachers and pupils at a nominal cost. The value of this service to teachers is attested by the fact that now, four years after its discontinuance, we still have requests for this material.

The Home Study Department published two bibliographies and a monograph in geography, also a bibliography on the teaching of the social studies which received wide distribution.

A Bibliography of recent literature on the teaching of Geography, by Frederick K. Branom went through six editions. A Bibliography of geographical literature for elementary grades and junior high schools went through two editions. The monograph entitled "A Study of Children's Learning about Places," by Douglas C. Ridgley also had a wide distribution through the department. An edition of five thousand copies of "A Bibliography on the Teaching of the Social Studies," by Edgar C. Bye, a former summer school instructor, was also distributed through the Home Study Department. A second edition was published elsewhere.

#### DISTRIBUTION OF HOME STUDY ENROLLMENTS BY STATES

|                      |     |               |    |
|----------------------|-----|---------------|----|
| Massachusetts        | 276 | New Hampshire | 20 |
| New York             | 271 | Texas         | 19 |
| Illinois             | 140 | Iowa          | 15 |
| Pennsylvania         | 76  | West Virginia | 10 |
| Ohio                 | 75  | Wisconsin     | 10 |
| Connecticut          | 46  | Georgia       | 9  |
| Maine                | 30  | Kansas        | 9  |
| District of Columbia | 27  | Maryland      | 9  |
| California           | 26  | Missouri      | 9  |
| Indiana              | 25  | Rhode Island  | 9  |
| New Jersey           | 25  | Alabama       | 8  |
| Vermont              | 24  | Virginia      | 8  |
| Michigan             | 21  | Minnesota     | 8  |

## HOME STUDY DEPARTMENT

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|                |   |              |      |
|----------------|---|--------------|------|
| Kentucky       | 6 | South Dakota | 2    |
| North Dakota   | 5 | Tennessee    | 2    |
| Colorado       | 4 | Montana      | 1    |
| New Mexico     | 4 | Nevada       | 1    |
| Oklahoma       | 4 |              |      |
| Oregon         | 4 | Canada       | 2    |
| Washington     | 4 | Greece       | 2    |
| Arizona        | 3 | China        | 1    |
| Montana        | 3 | Hawaii       | 1    |
| North Carolina | 3 | India        | 1    |
| South Carolina | 3 | Porto Rico   | 1    |
| Delaware       | 2 | West Indies  | 1    |
| Idaho          | 2 |              |      |
| Louisiana      | 2 |              | 1271 |
| Nebraska       | 2 |              |      |

## DISTRIBUTION OF HOME STUDY ENROLLMENTS BY COURSES

## PEDAGOGIC

|  |     |
|--|-----|
| The Teaching of Geography in the Elementary School   | 194 |
| The Teaching of South America, Europe and Asia   | 110 |
| The Teaching of Geographic Factors, Africa, Australia and the United States in its World Relations | 92  |
| The Teaching of North America  | 81  |
| The Teaching of Home Geography and World as a Whole  | 33  |
| The Teaching of Geography Based on the New York State Syllabus, Grades 3, 4, 5, 6                  | 32  |
| The Teaching of Third Grade Geography Based on the New York State Syllabus                         | 21  |
| Visual Aids in Teaching  | 20  |
| The Interpretation of the Globe, Maps and Graphs   | 9   |
|  | 589 |

## ACADEMIC

|                                     |     |
|-------------------------------------|-----|
| Industrial and Commercial Geography | 138 |
| Courses in Climatology              | 110 |
| The Passing Weather                 |     |
| Fundamentals of Climatology         |     |
| Climates of the Continents          |     |
| Climatology of the United States    |     |

|   |       |
|---|-------|
| The Geography of North America .....          | 89    |
| Graphics and Cartography .....                | 74    |
| The Geography of South America .....          | 54    |
| The Geography of Europe .....                 | 54    |
| The Physical Geography of the Lands .....     | 51    |
| Mathematical Geography .....                  | 34    |
| The Geography of the Eastern Continents ..... | 31    |
| Special Studies in Geography .....            | 31    |
| Home Study Course for European Travel .....   | 16    |
|   | <hr/> |
|   | 682   |
|   | <hr/> |
|   | 1271  |

## THE SUMMER SCHOOL

By ROBERT S. ILLINGWORTH

THE OPENING SESSION of the Summer School was in 1921. At that time Dr. Charles B. Randolph was Director and he served in that capacity until 1924. Dr. Douglas C. Ridgley was appointed Director in 1924 and served until 1934, when Professor Robert S. Illingworth assumed that responsibility.

The school was organized to serve undergraduate students who are ambitious to complete their college course in less than four years in residence, and to serve those who are unable to attend the university during the regular academic year.

The enrollment figures are as follows:

| Year | No. of students | Year | No. of students |
|------|-----------------|------|-----------------|
| 1921 | 192             | 1929 | 161             |
| 1922 | 179             | 1930 | 216             |
| 1923 | 136             | 1931 | 218             |
| 1924 | 145             | 1932 | 167             |
| 1925 | 141             | 1933 | 147             |
| 1926 | 214             | 1934 | 147             |
| 1927 | 223             | 1935 | 151             |
| 1928 | 215             | 1936 | 146             |

The first Summer School commencement was held in 1925. Following are the number of degrees granted in Summer School since then. The Bachelor of Education degree was earned through Summer School sessions entirely or through Summer School sessions combined with Extension and Home Study work. The Master of Arts and Bachelor of Arts degrees were granted for work done in Summer School to complete work done in the regular academic year.

| Year   | B.Ed. | A.M. | A.B. |
|--------|-------|------|------|
| 1925   | 2     | 2    | 3    |
| 1926   | 6     | 4    | 6    |
| 1927   | 8     | 2    | 1    |
| 1928   | 10    | 7    | 1    |
| 1929   | 11    | 4    | —    |
| 1930   | 20    | 5    | —    |
| 1931   | 18    | 5    | —    |
| 1932   | 22    | 5    | —    |
| 1933   | 13    | 8    | —    |
| 1934   | 8     | 11   | —    |
| 1935   | 10    | 2    | —    |
| 1936   | 8     | 2    | —    |
| <hr/>  |       |      |      |
| Totals | 136   | 57   | 11   |

Field trips in connection with the Summer School were inaugurated in 1924. That year 18 students traveled by chartered motor bus through New England. The duration of the trip was two weeks and the students earned three semester hours of college credit by submitting satisfactory field notes during the trip and a final written report. Following are the field trips that have been conducted with conductors and number of students.

| Year | Field Trip           | Conductor               | No. of Students |
|------|----------------------|-------------------------|-----------------|
| 1924 | New England          | Dr. Douglas C. Ridgley  | 12              |
| 1925 | New York State       | Dr. Douglas C. Ridgley  | 16              |
|      | New England          | Dr. H. Harrison Russell | 16              |
| 1926 | Canadian             | Dr. Clarence F. Jones   | 25              |
| 1927 | New England          | Mr. Guy H. Burnham      | 13              |
| 1927 | Canadian             | Dr. Clarence F. Jones   | 22              |
| 1928 | Transcontinental     | Dr. Rollin S. Atwood    | 23              |
|      | New York             | Mr. Guy H. Burnham      | 14              |
| 1929 | New York             | Mrs. Isabelle K. Hart   | 9               |
|      | Transcontinental     | Dr. Bert Hudgins        | 15              |
|      | Canadian             | Dr. Clarence F. Jones   | 24              |
| 1930 | Transcontinental     | Dr. Langdon White       | 28              |
|      | Canadian-New England | Prof. Geo. F. Howe      | 25              |
|      | New England          | Mrs. Isabelle K. Hart   | 24              |

| Year | Field Trip   | Conductor                                      | No. of Students |
|------|--|--|-----------------|
| 1931 | Transcontinental & Alaska                          | Dr. Langdon White                              | 39              |
|      | Canadian   | Prof. Geo. F. Howe                             | 11              |
|      | Caribbean  | Dr. Clarence F. Jones                          | 26              |
|      | New York-Canadian                                  | Mrs. Isabelle K. Hart                          | 23              |
| 1932 | Middle West  | Prof. Geo. F. Howe                             | 6               |
|      | Appalachian  | Mrs. Isabelle K. Hart                          | 22              |
| 1933 | Middle West & Century<br>of Progress Exposition    | Mrs. Isabelle K. Hart                          | 26              |
| 1934 | Appalachian Highlands                              | Mrs. Isabelle K. Hart                          | 7               |
|      | Mediterranean                                      | Dr. Samuel Van Valkenburg                      | 6               |
| 1935 | Transcontinental                                   | Mrs. Isabelle K. Hart                          | 11              |
|      | Caribbean (in conjunction<br>with Western Reserve) | Dr. Clarence F. Jones and<br>Dr. Langdon White | 14              |
| 1936 | Caribbean  | Dr. Clarence F. Jones                          | 15              |


In 1927 President Atwood conducted a European Field Trip in conjunction with Professor Barker of the University of Manchester, Manchester, England.

Since 1928, public dramatic performances, to the number of three or four in a session, have been given in connection with the work of the classes in drama. These have attracted interested citizens of Worcester with increasing numbers each year. For several years past, a short dramatic performance has been a part of the Summer School Commencement program. This is held out of doors when the weather permits. In 1935 a Community Theatre was established.

Each year public lectures have been given once a week during the summer session, in the first two years by outside speakers, in the remaining years by professors who were teaching in the Summer School. These lectures have always been open to the public, and after the first two years have been gratis. Work in dramatics has attracted special attention during the last few years. Some work is commonly offered in the field of the natural sciences. Geology has been represented several seasons, and botany or biology on a few of the Summer School programs.

## CLARK UNIVERSITY ALUMNI ASSOCIATION

*By* ROBERT S. ILLINGWORTH

HE ALUMNI organized as an Association in 1905, and since then have commonly held their annual meeting during the Commencement period of each academic year.

During the last few years the Association members have taken an active part in providing for the Edmund C. Sanford Scholarship Fund and a fund for the Athletic Field. Many in the Alumni body contributed to a special fund for Dr. William H. Burnham, and another fund which is known as the Louis N. Wilson Fund. More recently the Association has undertaken a much larger project and pledged itself to raise, with the help of contributions from the faculty and student body, a fund of \$75,000 toward the new gymnasium. That drive has not been completed, but the cash and pledges on hand total \$67,247. Of this amount \$41,496 has been paid in to the Alumni treasury. When the drive has been completed \$100,000, which has been set aside by the Board of Trustees for this building, will become available and the erection of the building should be undertaken.

In 1931, Robert S. Illingworth, of the class of 1917, was selected as Alumni Secretary, and he has been particularly active in organizing Alumni clubs in various cities where a group of Clark men could be gathered together for regular meetings.

Many of the women who have received graduate degrees and a large number of those who have the degree of Bachelor of Education are now organized as the Clark Alumnae Association. They hold regular meetings in Worcester, provide a scholarship for some young man who needs help in planning to go through college at Clark, and contribute generously and enthusiastically to various activities on the campus and at the Summer School.

Berkshire County, Mass. . . . . GORDON N. GEER, A.B., 1927, *President*  
 Boston, Mass. . . . . FERDINAND J. LOUNGWAY, A.B., 1926, *President*  
 Detroit, Mich. . . . HARRY L. JACKSON, A.B., 1911, A.M., 1912, *President*  
 Connecticut . . . . . WILLIAM R. COOK, A.B., 1911, *Secretary*  
 New York . . . . . CLYDE F. BENNER, A.B., 1926, A.M., 1927, *President*  
 Providence, R. I. . . . DR. CLEMENS J. FRANCE, Ph.D., 1901, *President*  
 Springfield, Mass. . . . . ROBERT W. BODFISH, A.B., 1917, *President*  
 Worcester County Alumni . . . FRANK L. ADAMS, A.B., 1913, *President*  
 Worcester County Alumnae  
 GERTRUDE F. HEALEY, B.Ed., 1933, *President*

HIRAM N. RASELY, A.B., 1912, *President*  
EARL S. LEWIS, A.B., 1908, *Vice-President*  
PAUL SWAN, A.B., 1926, A.M., 1929, *Secretary*  
FORREST E. ALEXANDER, A.B., 1912, *Treasurer*

THOSE WHOSE TERM EXPIRES JUNE, 1937

THOSE WHOSE TERM EXPIRES JUNE, 1938

THOSE WHOSE TERM EXPIRES JUNE, 1939

The following members of the Alumni are on the Clark University faculty: Dr. Wallace W. Atwood, Jr., Dr. W. Elmer

Ekblaw, Dr. Robert H. Goddard, Dr. Percy M. Roope, Prof. Robert S. Illingworth, Dr. Charles M. Pomerat, Dr. Robert H. Brown, Dr. Wayne Dennis, and Mr. Guy H. Burnham. At present the Alumni members on the Board of Trustees are the following: Leon E. Felton, George H. Mirick, Robert H. Loomis, and Dr. Charles H. Thurber.

The degree holders in the Alumni Association are divided as follows:

|         |      |
|---------|------|
| A.B.'s  | 1231 |
| A.M.'s  | 798  |
| Ph.D.'s | 397  |
| B.Ed.'s | 124  |


Honorary degrees granted by the university are listed below:

|   |                        |                           |
|---|------------------------|---------------------------|
| 1899                                      | Arthur Michael         | LL.D.                     |
| Ludwig Boltzmann                          | LL.D.                  | Albert Abraham Michelson  |
| Santiago Ramon Y Cajal                    | LL.D.                  | Phys.D.                   |
| August Forel                              | LL.D.                  | Eliakim Hastings Moore    |
| Angelo Mosso                              | LL.D.                  | Math.D.                   |
| Emile Picard                              | LL.D.                  | Ernest Fox Nichols        |
|   |                        | LL.D.                     |
|   |                        | Arthur Amos Noyes         |
|   |                        | LL.D.                     |
|   |                        | William Albert Noyes      |
|   |                        | LL.D.                     |
| 1902                                      | William Fogg Osgood    | LL.D.                     |
| Henry Cabot Lodge                         | LL.D.                  | James Pierpont            |
| Carroll Davidson Wright                   | LL.D.                  | LL.D.                     |
| <b>Theodore Roosevelt</b><br>1905<br>1909 | <b>LL.D.</b>           | Theodore William Richards |
|   |                        | Chem.D.                   |
| Carl Barus                                | LL.D.                  | Ernest Rutherford         |
| Franz Boas                                | LL.D.                  | Phys.D.                   |
| Marston Taylor Bogert                     | LL.D.                  | William Stern             |
| Hermon Carey Bumpus                       | LL.D.                  | LL.D.                     |
| Leo Burgerstein                           | LL.D.                  | Julius Stieglitz          |
| Andre Debierne                            | D.Sc.                  | D.Sc.                     |
| Sigmund Freud                             | LL.D.                  | Edward Bradford Titchener |
| Herbert Spencer Jennings                  | LL.D.                  | Litt.D.                   |
| Carl G. Jung                              | LL.D.                  | Edward Burr VanVleck      |
| Percival Lowell                           | LL.D.                  | LL.D.                     |
| Adolf Meyer                               | LL.D.                  | Vito Volterra             |
|   |                        | Phys.D.                   |
|   |                        | Charles Otis Whitman      |
|   |                        | Biol.D.                   |
|   |                        | Lebbeus L. Wilfley        |
|   |                        | LL.D.                     |
|   |                        | Robert Williams Wood      |
|   |                        | LL.D.                     |
|   | 1924                   |                           |
|   | Edmund C. Sanford      | LL.D.                     |
|   | <b>G. Stanley Hall</b> | <b>LL.D.</b>              |

|                                   |       |                         |         |
|-----------------------------------|-------|-------------------------|---------|
| 1926                              |       | Arnold Lucius Gesell    | D.Sc.   |
| William H. Burnham                | LL.D. | J. Stevens Kadesch      | M.Ed.   |
| Crown Prince Gustavus<br>Adolphus | D.Sc. | 1937                    |         |
| 1929                              |       | Samuel Flagg Bemis      | L.H.D.  |
| Paul W. Claudel                   |       | Samuel Paul Capen       | Litt.D. |
| 1930                              |       | Tyler Dennett           | LL.D.   |
| William Lowe Bryan                |       | Henry Herbert Donaldson | D.Sc.   |
| Rear Admiral Ralph Earle          |       | Stephen Duggan          | LL.D.   |
|                                   |       | Frederick Carlos Ferry  | D.Sc.   |
|                                   |       | Homer Gage              | LL.D.   |

## CIVIC SERVICES OF THE UNIVERSITY

By W. ELMER EKBLAW

HROUGHOUT the history of Clark College and Clark University, the institution has rendered incalculable service to Worcester and the Worcester community. Its faculties have not sought the cloistered seclusion of its academic studies and lecture rooms, but have accepted full measure of civic responsibility and participation in community affairs. Individually and collectively they have played their part in the body politic as good citizens, never shirking public duty or seeking exemption from public regulations, ever ready to follow worthy leadership, ever ready to assume responsibility for leadership when called upon. They have fitted into their niches in the public group, integrating their efforts, their time, with those of their fellow citizens.

Without neglecting their primary responsibilities as members of the Clark Staff, they have entered into the active life of the community as fully as their time and opportunities have permitted. They have shared in a wide diversity of civic interests, working shoulder to shoulder with the citizenry of the community, the public weal and benefit their vital concern. They have not sought the detachment, the comfortable ease of campus seclusion, to which their academic positions might have entitled them, but have instead entered willingly, even enthusiastically, into the coöperative enterprises which their neighbors and fellow citizens have initiated and carried on. Such has been the civic service record of the Clark Staff throughout the half century the institution has endured.

## THE FINE ARTS COURSE

Outstanding among the civic achievements for which the Clark faculty has assumed responsibility and leadership, stands the Fine Arts Course, originated by Dr. Loring Holmes Dodd, and maintained by him almost unaided. It has become a Worcester institution, and ranks today among the foremost of the cultural organizations of Worcester, or any other community. Since it was established in 1922, the Fine Arts course has presented to Worcester audiences almost 125 programs, and more than a hundred famous artists and critics of America and other lands. Handicapped, but never deterred, by inadequate accommodations and facilities, Doctor Dodd has faithfully renewed the course year after year, choosing only those celebrities for participation in the Fine Arts who could make an important and opportune contribution to the cultural life of the Worcester community, and increase the value and popularity of the program.

Art, Architecture, Literature, Music, The Dance, The Theatre, and other departments of the Fine Arts have featured the programs. The renowned and great of America in those fields have been brought to Worcester from year to year, affording the folk of Worcester the opportunity to meet them, to hear their messages, and to appraise their power and skill. The Fine Arts course has been of inestimable service to Worcester.

In lesser fields, Clark has similarly served the Worcester community, its staff and students having part through the years in a multitude of community activities in the Fine Arts fields. Cups, the Clark dramatic guild, under the guidance and direction of Professor Illingworth and taking his courses in stagecraft, has presented a goodly number of excellent plays. At times the Clark Glee Club and the Clark Orchestra have achieved noteworthy attainment, and have contributed to community culture and entertainment. Both staff and students have taken part in the Dramatic Club, in Worcester musical and dramatic groups, in literary clubs, and many other organizations that foster the Arts.

## INTERNATIONAL RELATIONS

Of different purpose from the Fine Arts course, but of similar significance and comparable value, have been the conferences and seminars organized and presented under the able direction of Professor George H. Blakeslee, over a period of three decades. Few communities the size of Worcester, or even many times larger, have enjoyed such authoritative and enlightening programs on public affairs, both domestic and international, as the numerous meetings and conferences arranged by Professor Blakeslee have afforded. Long before the World War opened, these conferences and seminars had begun acquainting Worcester folk with the problems America and the whole world faced in preserving peace, prosperity, and friendly relations among the world's peoples. During the World War they were continued, and since the Versailles Treaty have kept the community fully informed of the progress of world events.

First as chairman of the program committee of the Worcester Foreign Policy Association, and later as chairman of the Association, Professor Blakeslee has made it an effective agent for acquainting the Worcester public fully with changing aspects and problems of international relations. China and the Far East, Japan and Japanese-American relations, The Near East and Africa, Latin America, Mexico and the Caribbean, Russia and Communism, Germany and Italy and Fascism, Colonial Expansion and Aggrandizement in Manchukuo, Ethiopia, and Syria—these and scores of other international problems, have been presented authoritatively to Worcester folk, in no small part by Professor Blakeslee himself, and his colleagues on the Clark staff.

Other major civic services that Professor Blakeslee has rendered, include his direction of courses and round table discussions at the Williamstown Institute of Politics; his presidency of the Worcester Economic Club; his presidency of the Board of Directors of the Worcester Public Library; his trusteeship of the Bancroft School; his duties as member of the Council of the

American Antiquarian Society and as clerk of St. Wulstan Society; his advisorship to the State Department on questions relating to American policies in the Far East, particularly those following Japan's intervention in Manchuria; and, in addition a multitude of lectures and addresses, articles and reviews, interviews and arguments, on the subjects already named, the League of Nations, the League to Enforce Peace, and International Law and International Problems and Policies.

#### EDUCATIONAL SERVICES

Practically every member of the Clark staff has taken some part in promoting the cause of education in the Worcester Community, either in the secondary schools, in the more advanced courses, or in some of the training programs of Worcester institutions. From general problems of the Worcester public school curricula, to such specific projects as courses in sociology for the nurses of the State Hospital, the services of Clark faculty men have extended.

The whole course of teaching of geography in Worcester's public schools was reorganized by a committee of the Clark University faculty of which President Atwood was chairman, acting jointly with a committee made up of teachers from the public school system. A goodly number of Clark's faculty have coöperated in extension courses to prepare teachers of Worcester and vicinity for advanced degrees and greater efficiency in teaching. Similarly the Clark Summer School has served chiefly Worcester and neighboring communities, and enabled their young folk, particularly teachers, to fulfill their academic ambitions and qualify themselves better for their professions.

Clark faculty men have offered courses, both in adult and youth education, under the auspices of the local Y.M.C.A. and the Y.W.C.A., by which hundreds of young men and young women have found it possible to improve their educational background and to qualify for better positions. Similarly other mem-

bers of the Clark faculty have given courses, or series of lectures, to the nurses and attendants of the State Hospital, the Natural History Society, and numerous other Worcester organizations.

#### NATURAL HISTORY SOCIETY

Because the work of the Worcester Natural History Society lies within the same fields as that of some of the departments at Clark, Clark has contributed substantially to the membership and official personnel of the Society. Dean Homer P. Little has served as its President, Professor W. Elmer Ekblaw as its Secretary, and Professor David Potter as one of its Trustees and Chairman of its Program Committee.

Clark men helped organize the Forbush Bird Club, a Natural History Society adjunct, and Professor Potter organized the Hadwen Botanical Club, an independent group of workers, made up in part of Clark students, who have as their object the detailed study of the Worcester County flora, and have already made notable progress in that purpose. Nature study work of the Camp Fire Girls; of the Girl Scouts' and of the Boy Scouts' groups has constituted one of the fields which have engrossed the interest and attention of the Clark staff. In the councils of all these organizations, Clark faculty folk have played some part. The Bird Festival, in recent years, has been promoted both directly and indirectly, and in part supported, by Clark faculty men and their wives. Since the death of Harry R. Sinclair, the founder of the Festival, a member of the Clark staff has served as chairman of the Bird Festival Committee.

As example of the responsibilities a single member of the staff may bear, Dean Little's services constitute an outstanding case. Besides being President of the Natural History Society, he is President of the State of Maine Club; first Vice-President of the Economic Club, officer of Worcester Council of Religious Education, member of Boys' Work Committee of the Y.M.C.A., Superintendent of the Plymouth-Piedmont Sunday School, and

former Vice-President of the Kiwanis Club. He has served as an active member of the Golden Rule Fund Campaign, and in numerous other activities.

#### SURVEYS AND SPECIAL DUTIES

In addition to special duties and surveys already noted, in which Clark faculty men have been engaged, a whole category of other services merit mention. Professor Churchman, as President of the Alliance Française, of which he has long been member, directed its activities for two years. Professor Lucas has directed research projects on behalf of the Worcester Chamber of Commerce, Extension Division of State Department of Agriculture, and National Advertising Federation, on the following subjects:

- Industrial Survey of Worcester
- Survey of Textile Machinery Markets
- Export Problems of Worcester Industries
- Worcester as a Distributing Center
- Marketing of Bakery Products in Worcester
- Marketing of Fuels in Worcester
- Marketing of Fruits and Vegetables in Worcester
- Display Advertising by Retail Grocers in Worcester

In addition Professor Lucas has lectured on economic subjects to the Worcester Women's Club, the League of Women Voters, and weekly to the Y.M.C.A., and contributed numerous articles on similar subjects to the local newspapers.

Professor C. F. Jones has long advised the Foreign Trade Committee of the Chamber of Commerce, and has twice served as its chairman.

While Professor Charles F. Brooks was member of the Clark Graduate School of Geography, he directed an exhaustive climatologic survey of Worcester and environs, which has formed a basis for much municipal planning, particularly of engineering projects.


Almost without exception, the members of the Clark University Staff have contributed to articles, reviews, and interviews published in local newspapers. The volume of their published work is large.

They have all done their part in lecturing, in leading discussions, in promoting an enlightened public opinion. Every year the programs of local churches, clubs, lodges, and similar groups include lectures and addresses by members of the Clark Staff. In every field of academic research and training in which Clark specializes, the members of its staff are not only ready and able, but willing, to acquaint the Worcester public with up-to-date developments and new problems.

#### SUMMARY

Thus has Clark rendered Worcester, and the community, the best type of civic service. Almost every community activity draws upon the men of the Clark staff, and upon their wives; for as the men of Clark have participated in civic projects and responsibilities so have the women of the institution. Unselfish in their service, in their ideals and activities for the public weal, the men and women of Clark have accepted faithfully and gratefully such duties and responsibilities as have accrued to them, not considering first their rights and privileges. They have endeavored to be loyal, useful citizens, ready to serve, ready to lead, when called upon.

## CAMPUS IMPROVEMENTS

HE MAIN BUILDING erected by Mr. Clark in 1887 remains the center of many of the formal activities in both laboratory and classroom work of the graduate and undergraduate divisions of the University. The space for the psychology laboratories has been somewhat enlarged and one of the rooms has been set aside for dedication to the memory of Dr. G. Stanley Hall. In that room we now have the furniture and library of Dr. Hall's home study where he conducted, for several years, his evening seminars. The journal room of the department now contains the portraits of nearly all psychologists who have been identified with Clark and many other eminent members of the profession in this country and in foreign lands. Dark rooms and small individual cubicals for experimental work in psychology have been constructed. A sound-proof room has been erected and several rooms have been provided with apparatus for experimental work in psychology.

Over the central portion of Jonas G. Clark Hall, in what is the equivalent of the fifth floor, an assembly hall has been provided, seating comfortably 550 people. Stage settings, dressing rooms and lighting facilities for dramatic productions have all been installed. In this hall the college assemblies are held. Dramatic and musical programs are here presented and here the programs of the Fine Arts Course are given. The hall has been filled to capacity over and over again and the interest in many of the programs has demonstrated the need of a much larger auditorium on the campus.

On the third floor a large space has been devoted to a geological museum which now contains numerous collections suitable for instructional purposes and many unique exhibits

including minerals, fossils, relief models and charts. On that same floor the space allotted to biology has been somewhat extended and the rooms have been subdivided so that they provide excellent facilities for research work as well as for the regular laboratory exercises of the undergraduate students. On the main floor of the Jonas G. Clark Hall a large portion of the space formerly used as an assembly room, has been dedicated as a moving picture studio and music room. Moving picture equipment, reproducing sound with the pictures, has been installed. That equipment is used in connection with the instructional work in various sciences and in the study of the modern languages. A course in music appreciation is also given in this room and rehearsals of the Glee Club and orchestra are conducted in this same studio.

#### FACULTY HOMES

During the last fifteen years several changes have been made which provide suitable homes for members of the Faculty. The two houses that the older members of the Alumni will recall when located near the library building, have been moved into the space between the Jonas G. Clark Hall and the Science building. They now face on Woodland Street and are occupied by two faculty families. The President occupies the frame house at 160 Woodland Street, formerly occupied by Dr. Edmund C. Sanford. The house and grounds adjoining the President's home and located between that home and the Woodland Street school, has been purchased by the Trustees and is known as The Faculty House; a number of the unmarried members of the Faculty have rooms in this house and other rooms are assigned to graduate students. The former house of Dr. G. Stanley Hall is occupied by the Dean of the College and his family. By the terms of Mr. David H. Fanning's will the large home and estate on the corner of Woodland and Downing Streets was made available to the University for a small cash payment to one of his heirs. This home has now been made available for a member of the Faculty.



THE LIBRARY TOWER FROM THE CAMPUS SIDE

This structure will occupy a central position in the completed Library building. The two lower floors will be used for administrative purposes and the upper portion of the tower will serve for the storage of books.



*C. Adolph Johnson Architect*

#### THE NEW GYMNASIUM FROM MAIN AND MAYWOOD STREETS

This portion of the new gymnasium should be under construction during the coming summer and fall and completed during the next academic year. On the second floor of the main gymnasium building the rooms are all dedicated to student activities. There will be one large club room and three small rooms for students' use. There will be also a service room so that refreshments may be provided for social occasions. The main gymnasium floor will be used for college dances.

A new faculty home has been erected on the grounds of Dr. Hall's home. The new home was erected by a member of the Faculty under a contract, which provides for the ultimate ownership of the house by the University.

The nine Faculty homes now located near the main campus of the University are heated from the central heating plants of the University. Garage spaces for 14 cars have been provided near the Faculty homes.

#### ESTABROOK HALL

The bequest made by Arthur F. Estabrook of \$100,000, was used in completing the erection of the building now known as Estabrook Hall. The first floor of that building was the dining hall of the College. The original foundations of that building were such that additional weight could be carried and two complete floors were added and subdivided into dormitory rooms which have been assigned to freshmen. The hall has a very attractive suite for a member of the Faculty who serves as proctor, and accommodations for 52 men. This dormitory is used primarily for freshmen who are away from home. If after accommodating those men there are other rooms available, upper classmen are very welcome.

#### ATHLETIC FIELD

Among the very obvious needs of Clark College from its foundation, has been a suitable athletic field. There has long been adequate space for tennis adjoining the main campus, but there was no place where soccer or baseball could be played, or any opportunity for well organized track events. The only vacant space suitable for an athletic field within easy reach of the main campus was located on Beaver Street, near Park Avenue and through coöperation with the Alumni the Trustees purchased that land and have graded and provided for the drainage of most of that area. Bleachers were added, a baseball diamond laid out and the goals for soccer were erected. The field is



THE NEW GYMNASIUM FROM MAYWOOD STREET

The large gymnasium floor space extends parallel to Main Street and is not seen in this view. The wing to the left is planned for the swimming pool. This wing cannot be constructed until additional funds are secured. All plans are being made, however, by the architect so that this wing can be added at some future time with the minimum of inconvenience and expense.

bounded on the one side by Beaver Brook and on the opposite side by a pronounced bluff or elevation which, for the most part, is well wooded and serves as an attractive bounding wall. The field now extends from Beaver Street to the end of Irene Street. Through the kindness and generosity of Mrs. George Coe, the marginal land at the south end of the field has been acquired and with the exception of a small triangular plot we now have a large and very adequate space available for field events and for the parking of a large number of cars. The triangular plot which is entirely surrounded by the university property would give us additional parking space and a land unit which would be in every way satisfactory. Whenever that is acquired we can complete the fencing of the grounds and prevent trespass.

#### FIELD HOUSE

At one end of the athletic field and not far from Beaver Street, a suitable field house has been erected where visiting teams may be accommodated and where supplies and equipment may be stored. This building was erected by the Trustees in coöperation with the Alumni Association.

#### THE NEW GYMNASIUM

We have long recognized that the most needed addition to the physical equipment at Clark has been a modern gymnasium building. Plans for such a building have been under consideration for a long time and in 1935 through the active coöperation of the Alumni Association, and the enthusiastic support of a small group in that organization, arrangements were made with the Trustees which permitted the Alumni to undertake the solicitation of funds, from faculty, students and Alumni body, for use in erecting a gymnasium. The Alumni undertook to provide \$75,000 and the Trustees voted that when \$50,000 of that fund was available in cash and the balance \$25,000 was pledged, that

they would appropriate from the unrestricted resources of the University \$100,000, which could be added to the gymnasium building fund. During 1936 and 1937 the campaign for support of the new gymnasium project has been actively promoted by the Alumni Association. Robert S. Illingworth, Executive Secretary of the Alumni Association, has taken the leading responsibility, Frank Adams, when he served as President of the Association and since then has given most generously of his time, enthusiasm, and personal resources in support of this project. Dr. Charles H. Thurber, George Mirick, Leon Felton and Robert Loomis, the four Alumni members of the Board of Trustees have generously supported the project.

A considerable number of the Alumni in Worcester, Boston, Providence, Springfield, Hartford, New York and Detroit, have been actively at work endeavoring to see that the various quotas assigned to the different alumni groups were subscribed.

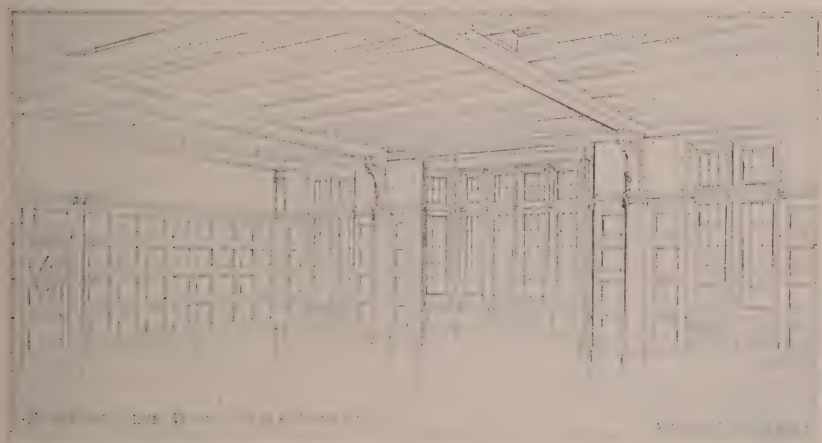
This has been the first well organized large project which the Alumni of Clark have undertaken to carry through and it is exceedingly gratifying and distinctly encouraging to find that over 25 per cent of the Alumni of the University have contributed to this fund. This is a much higher percentage of contributors than is found in most alumni organizations of colleges and universities in this country. The total amount contributed at the time of going to press with this report is 67,247 dollars, of this 41,496 dollars is available in cash. The drive is continuing and we fully expect it will soon be completed.

The building plans reproduced in this report have been prepared by Mr. Adolph Johnson, a Worcester architect who has coöperated with the building committee, appointed by the Trustees and consisting of Alexander Bullock, George Mirick and President Wallace W. Atwood.

The new gymnasium building may be thought of as having three somewhat distinct units. The athletic activities and administration offices will be located in the main section at the corner

of Main and Maywood Streets. The large gymnasium room will extend eastward on Main Street.

The second unit, or section, of the gymnasium building is on the second floor at the corner of Maywood and Main Streets where the club room for college students will be provided and where three additional rooms will be set aside for student activities. The club room is to be a very attractive center for the social life of the students. It is a large room, suitable for many of the



STUDENT CLUB ROOM IN NEW GYMNASIUM

social events of the undergraduate students and as a lounging room. Adjoining the club room there is a small space set aside as a service room where light refreshments could be readily prepared. There has never been any suitable space available on the campus for the informal club life of the student body and since the large gymnasium floor may often serve for dancing parties, we anticipate that the gymnasium building will become more and more a center of many extra-curricular activities.

The third unit which will provide for a swimming pool and facilities for women will extend northward on Maywood Street. This wing, or section, cannot be erected unless funds in addition to \$175,000 are made available. It is estimated that section will

cost an additional \$50,000. If it is not erected at once it can be added any time that funds become available for that purpose.

The completion of the main building of the gymnasium will reflect great credit upon the Alumni of the institution. Not only graduates of the college who might be expected to be particularly interested in this building, but a large number of the men and women who have come to Clark for graduate work are represented among the contributors. In the present student body 98 per cent have contributed and of the faculty 99 and a fraction per cent. Many who have not been able to contribute have expressed in letters of regret their sorrow in finding it impossible to make a financial contribution at this time and have offered to help in any other possible way, expressing as fully as they could their feeling of indebtedness to the institution for what it has done for them. This is a noble beginning for the Alumni and as the body grows larger and stronger and more and more of their number become older they should realize that in them rests the spirit of Clark and upon them rests, in large measure, the responsibility of the strength of Clark. When the group is somewhat larger they will undoubtedly want to undertake some other project—it may not be a building fund, but some contribution which will strengthen and make more permanent the services of the University in this country.

#### PLANS FOR THE LIBRARY ADDITION AND AUDITORIUM

Next to the new gymnasium the building most needed in the physical equipment of the University is an addition to the library in which there is a suitable auditorium or assembly hall. During the 50 years since the founding of the University, the library has increased until we now have about 150,000 volumes. This is a very large equipment for an institution of this size, but we have nearly exhausted the storage space for books. In the addition a stack room tower will be incorporated, in which it is estimated

180,000 books can be stored. This will probably provide for the growth of the library during the next 50 years.

In the administration of our library we have been forced to make many adjustments for the library is now called upon to serve both the graduate and undergraduate divisions of the University. With the new building as planned, the main entrance will be from the campus to the first floor of the tower section. There books may be secured and taken into a large reading room. A special reading room for graduate students will be provided. The present section available for reference books will remain as it is today and the periodical room will remain as at present.

For some strange reason no assembly hall whatsoever was planned when the University was established. True, the institution was then a graduate school and large assemblies were not commonly held. When the college was founded, the need of bringing the men together at general meetings, both for pleasure and for inspiration, became evident. For many more years there was no suitable place for coming together. In 1925 when it became necessary to repair the roof over the central portion of Jonas G. Clark hall, an assembly hall seating about 550 persons was provided. That room has been used for student body meetings, dramatic entertainments, for musical programs, public debates, commencement exercises, the Fine Arts Course, public lectures and many similar occasions. With the growth and prosperity of the Fine Arts Course the number seeking admission has tested the capacity of the assembly hall over and over again. Hundreds of people in the community and many members of the University have been refused the opportunity to purchase tickets. There is a real need at the University for an assembly hall seating about 800 people. The new auditorium will be on the ground floor with the main entrance near the corner of Downing and Woodland Streets.

The addition to the library building will undoubtedly provide

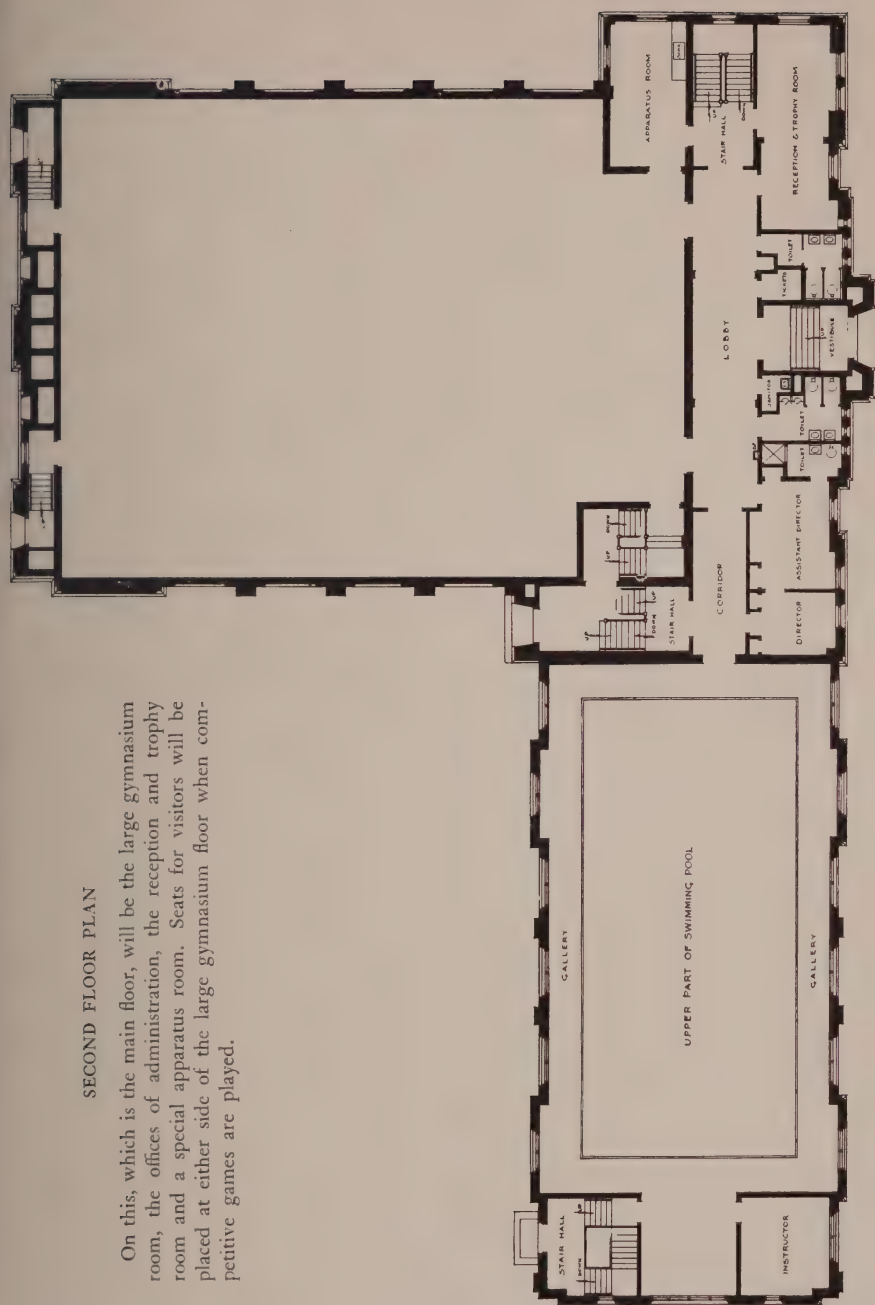
# FIRST FLOOR PLAN

On this floor are found the locker, dressing and shower rooms for the students, varsity teams, visiting teams and faculty. Two hand ball courts are provided and one of these may be made available for boxing, fencing and wrestling. At the far end of the wing in which the swimming pool will ultimately be located, there is space for the women connected with the University who wish to use the pool.



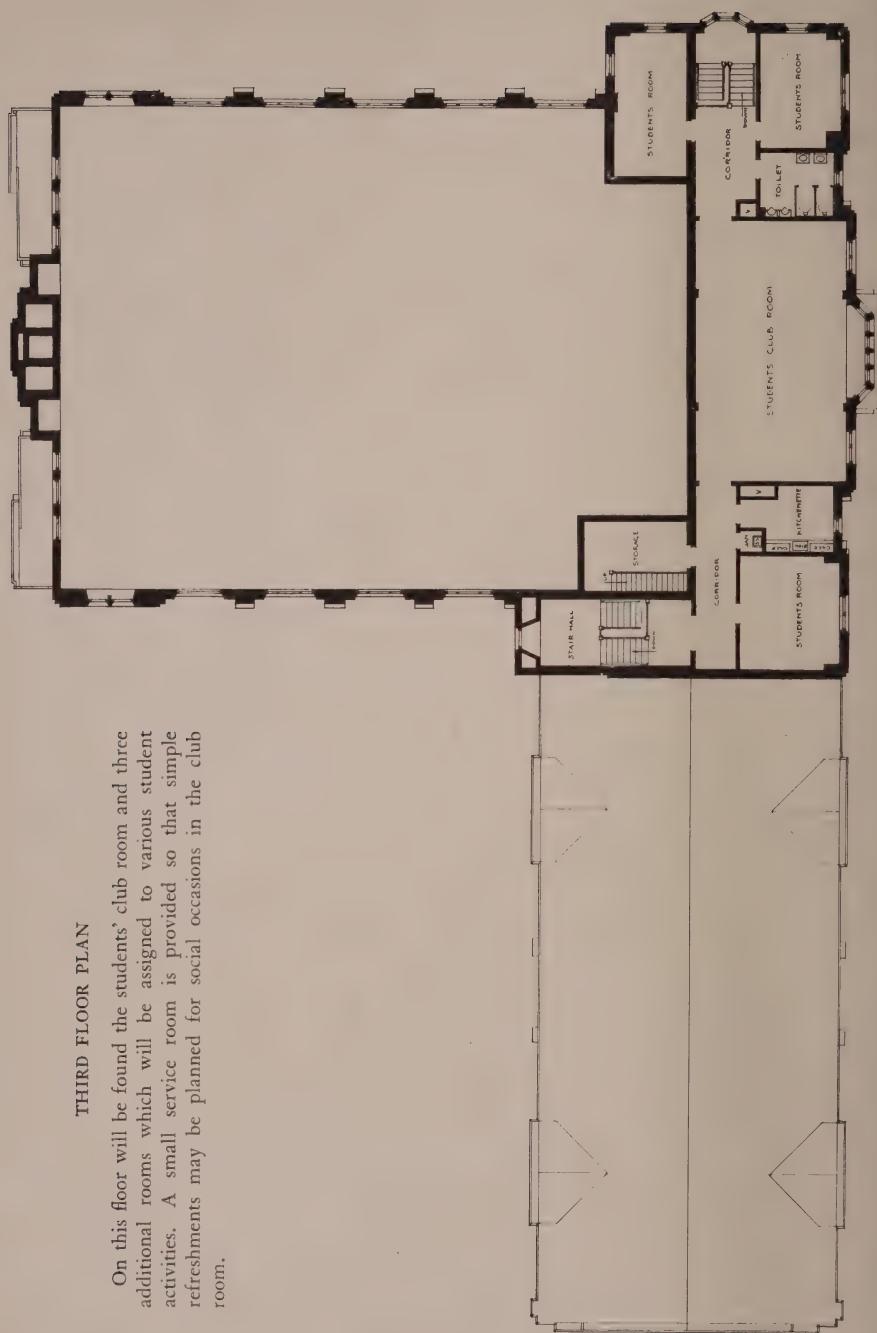
## SECOND FLOOR PLAN

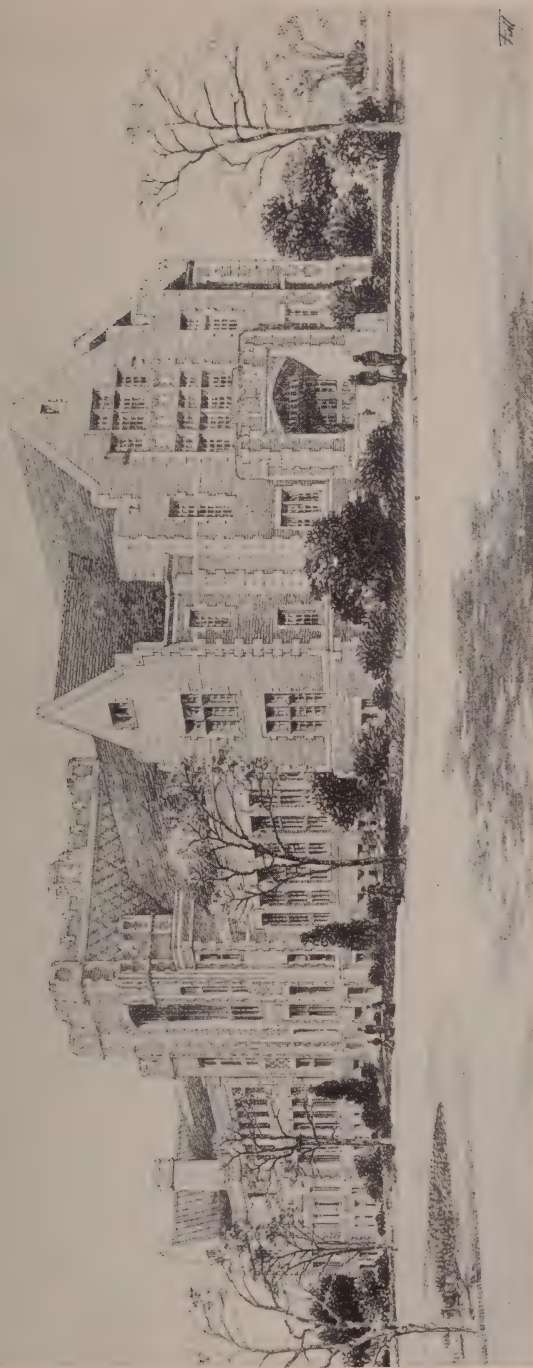
On this, which is the main floor, will be the large gymnasium room, the offices of administration, the reception and trophy room and a special apparatus room. Seats for visitors will be placed at either side of the large gymnasium floor when competitive games are played.



### THIRD FLOOR PLAN

On this floor will be found the students' club room and three additional rooms which will be assigned to various student activities. A small service room is provided so that simple refreshments may be planned for social occasions in the club room.





LIBRARY ADDITION, INCLUDING AUDITORIUM

The main entrance to the auditorium will be on Woodland Street. Check rooms and a large lobby are provided near the entrance. The auditorium, which will have a sloping floor, will seat about 800. In the gallery there will be about 200 seats, but this section need not be opened whenever the main floor provides adequate accommodation. The auditorium will be equipped with stage settings and a projection booth so that the hall may serve a large variety of purposes.

some supplementary rooms; a large room dedicated to faculty meetings and to the seminars of the graduate division would meet a real need; a suitable room should be provided for the meetings of the Trustees and if possible, a room for work in music appreciation.

Provision for this building requires assistance beyond that available from the funds of the University. The Trustees have voted to appropriate \$100,000 from the accumulated income from the library endowment. A campaign has been organized in coöperation with Worcester citizens, through which we hope to secure an additional \$150,000 which may be used in the erection of this building. We intend to keep the cost within the total amount of \$250,000.

In contemplating the erection of these new buildings careful consideration has been given as to the maintenance of these additions to the physical equipment of the University. A gymnasium fee of \$5.00 a semester will be charged to all undergraduate students and to all graduate students who register at the gymnasium. That should prove adequate for the maintenance of that building. The addition to the library building will be maintained from the income of the library fund. In this way no income now available for the promotion of the educational work of the institution, either in the graduate or undergraduate division will be, in the least, impaired. The additional attractiveness of the physical plant, especially the addition of a modern gymnasium should lead to an increase in the college enrollment. It is hoped that an increase in income from tuition will become available for general maintenance and help to offset the shrinking of income from endowment funds which has taken place since 1932.



## UNIVERSITY FUNDS

THE GIFTS from Mr. and Mrs. Jonas G. Clark form the basis of four distinct endowment funds. One of these funds provides for the graduate division of the University; another for the maintenance of the undergraduate division or college; a third is known as an art fund, and it provides for the art collection left to the University by Mr. and Mrs. Clark; and the fourth is for the support of the library.

Since those original gifts were made to the institution Andrew Carnegie presented to the University \$100,000 in 1904 as an expression of admiration for the late Senator George Frisbie Hoar, who was intimately associated with the founding of the University and who served as a member of the Board of Trustees from 1887 to 1904, as President of the Board from 1900-1904.

The George S. Barton Fund was established in 1890 by a gift of \$5,000. It is now carried on the books of the University at a value of \$18,320.94. The income from this fund may be used to aid native-born students of Worcester who wish to attend the college or graduate division of the institution.

The John White Field Fund was established in 1890 by a gift of \$500 made by Mrs. Eliza N. Field. Its present value is \$853.55. The income from this fund may be used to provide for the minor needs of a scholar or fellow in the graduate division of the University.

In the year 1903 the people living in the immediate vicinity of the campus provided \$1022.61 as a clock fund. That fund now amounts to \$3,462.48. The income is used for the maintenance of the clock on the main building.

Early in the history of the college a group of Worcester citizens contributed \$18,779.17 to what is known as the Subscription

Fund. The use of the income from this gift was left entirely to the discretion of the Trustees. The fund now amounts to \$76,640.95.

The Dodge Fund was established by a gift from Mrs. Eliza D. Dodge of \$1,000, in the year 1906. It is now carried at a value of \$1,389.71. The income from this fund is to aid graduate students engaged in research work.

A bequest of the residue of an estate, \$12,794.23, provided by James Smith was received in 1908. The use of this fund is left to the discretion of the Trustees; there are no restrictions. It is now valued at \$41,538.33.

In 1912 there was established the Smith Battles Fund. The original gift amounted to \$5,323.33. It is now carried at a value of \$13,195.96. The income from this fund may be used in the promotion of psychical research.

The Carroll D. Wright Memorial Fund was established in 1917, by a gift of \$5,605.40. It is now valued at \$11,249.39.

In 1917 the University Alumni Association presented to the Trustees a fund of \$1,805.15 which is now valued at \$5,463.63. The income from this fund may be used to support a fellowship or fellowships in the graduate division of the University.

Soon after the close of the world war, 1918, there was established as a memorial to Charles Randall Livermore, a student of the college, who gave his life in national service, the Livermore and Ambulance Scholarship Fund. The original gift was \$2,123.94. It is now valued at \$2,132.47. It is used to aid students in the college in the payment of tuition fees.

The Henry A. Willis Fund was given in 1919 to aid students from Fitchburg who wished to attend the college. The original grant was \$5,000. It is now carried at a value of \$6,034.70.

The local chapter of I.O.B.B. established a scholarship fund in 1920 with \$1,350.00. That fund is now carried at a value of \$2,254.91. Awards from the income of that fund are made from time to time to deserving students in the college.

The Prentiss Hoyt Fund is a memorial to Professor Hoyt. When first presented in 1923 it amounted to \$427.93. It is now valued at \$542.33. The income from this fund is used to award a prize each year for the best poem written by an undergraduate student.

In addition to the Hadwen Arboretum, a large and very beautiful estate at the corner of May and Lovell Streets willed to the University in 1907 by O. B. Hadwen, there is a Hadwen bequest which has a present value of \$2,986.99.

In the year 1931 Mrs. John Coes, the daughter of Mr. Hadwen, presented to the University a tract of land adjoining the Arboretum and including about 40 acres. The Arboretum now contains 68 acres of land.

Arthur F. Estabrook, a former Trustee of the University, gave to the institution in 1923, a fund now valued at \$109,427.47. Most of this fund was invested in the erection of Estabrook Hall, the dormitory provided especially for freshmen students.

The Mary S. Rogers Scholarship and Loan Fund was established by a gift of \$10,000 in 1924. It is now valued at \$17,928.97.

The Levi Knowlton Fund was presented to the Trustees in 1926. The original gift was \$11,000.00. It is now valued at \$16,366.01. The income from this fund may be used to aid college students.

Ida F. Estabrook, the widow of Arthur F. Estabrook, bequeathed to the University an unrestricted fund of \$20,077.24 in 1926. On September 1, 1936 it was valued at \$35,854.55.

The G. Stanley Hall Fund, established by a bequest of \$160,920.09 in 1926, is now valued at \$167,514.03. The income from this fund is used for the promotion of research work in Genetic Psychology.

The A. George Bullock and Mary C. Bullock Fund was given to the University in 1927 and 1928, without restrictions. Three contributions of \$5,000 each have been made to this fund. The first was received in 1927 by bequest from A. George Bullock, the

second in 1928 as a gift from Mary C. Bullock and the third in 1934 by bequest from Mary C. Bullock. The fund is now valued at \$19,791.98.

When Dr. Charles H. Thurber was President of the Board of Trustees, he established as a memorial to his mother, the Sarah M. Thurber Loan Fund. The contribution of \$5,000 was made in 1927. The income from this fund is loaned to students who pay a small rate of interest. The fund now amounts to \$7,393.63.

Mrs. William Libbey established the Libbey Fellowship Fund, making part of the contribution in 1931 before her death, and the balance by bequest in her will. The total amount is now carried at \$20,948.81. The income from this fund may be used for the promotion of research work in physical geography.

Soon after the death of the former President of the College, Edmund C. Sanford, a memorial fund in his honor was established by contributions from the Alumni. The fund now amounts to \$4,470.86. Each year a grant of \$200 has been made to some student in the college "who best represents in character and scholarship the ideals of Dr. Sanford."

Dr. Sanford made the University his residuary legatee, and the final balance of his estate will come, in time, to the University.

Austin S. Garver, a Trustee of the University from 1908 to 1918, left a share of his residuary estate which in 1932 when received by the Trustees of the University, amounted to \$13,047.30. This fund is now valued at \$14,749.70. In accordance with Mr. Garver's wishes the income from that fund may be used in the establishment of fellowships in the graduate division of the University.

Immediately following the retirement of Dr. Wilson as Librarian, in 1929, the Alumni of the University established the Louis N. Wilson Fund, which now is valued at \$5,871.18. The income from that fund is at the disposal of Dr. Wilson throughout his life and then will be devoted to whatever purpose he may designate.

The faculty women of the University have established the Faculty Women's Club Fund, which is now valued at \$2,564.60. The income from this fund is made available to help defray expenses of a deserving student in the college.

The Ruth A. Hoar Fund came by bequest after a life interest to the University in 1929. It is now valued at \$74,151.67. This is an unrestricted fund.

The Elizabeth Draper Robinson bequest was made in 1922, by a gift of \$2,000. It is now valued at \$3,682.58. The income from this fund may be used to promote an interest in the public schools.

The Class of 1913 Scholarship and Loan Fund is now valued at \$211.45.

The Francis H. Dewey Fund, which is unrestricted, was established by bequest in 1933, by a gift of \$5,000. It is now valued at \$5,313.55. Mr. Dewey was a Trustee of the University from 1904 to 1933 and Treasurer from 1909 to 1933.

The Amie H. Coes Fund is now valued at \$2,065.65. It was established by a gift of \$2,000 in 1935. The wish of the donor is that this fund be used to help carry out plans for the development of the Athletic Field.

The Charles B. Randolph Fund was established by bequest in 1935. It is now valued at \$3,052.31.

The Alumni Loan Fund is now valued at \$5,967.30. This fund is used in making loans to students who pay a small rate of interest on the amounts advanced to them.

The Estabrook Loan Fund is now valued at \$6,048.66. Loans to students are made from time to time from this fund.

David H. Fanning, who died in 1926, provided in his will that the University, on the payment of \$10,000 to his heirs, could have the property where his home was located at 150 Woodland Street. That payment was made and the property now belongs to the University.

In 1936 Mrs. Edward M. Thayer left in her will a bequest of

\$100,000 to the University, from which the income is to be used in promoting the welfare of the college.

Under the will of Willard Richmond of Worcester, real estate at 411 and 413 Main Street was left to the college, subject to certain life interests not yet terminated. He provided that the income only shall be used, and that it shall be called the Richmond Endowment Fund.

In the will of William B. Schofield provision was made for the University to share in time in the division of his property.

The total "book value" of the funds of the University, August 31, 1936 was \$4,953,420.71. In addition to those funds the land and buildings at assessors' valuation, represent \$1,243,100.00. The library is valued at \$300,000; the scientific apparatus, machinery, and furniture at \$75,000.00.

Since 1920, \$566,170.91 has been contributed to the various funds of the University. This is in addition to several grants that have been made, during that same period, for immediate use in promoting the scientific or educational work of the institution. The grants made by various foundations and by individuals connected with the University since 1920 are not included in the above figure. They total close to \$200,000.00.

The above statements relative to the University funds do not include contributions made during the last two years by the trustees, faculty, students, alumni, and friends of the University in Worcester toward the building fund. Those contributions at the time of going to press with this report amount to about \$190,000. The total amount received by the University since 1920 is a little less than one million dollars.



MAIN GATEWAY TO THE CAMPUS

## THE MOST PRESSING NEEDS OF THE UNIVERSITY

WITH THE physical equipment so much improved by the addition of two new buildings, the most pressing of all needs of the University are funds which will provide more adequately for salaries and for the promotion of research work. The rising cost of living and of maintenance of the University plant together with the shrinkage of income from endowment funds make the need for additional resources very urgent. Each contribution will be sincerely appreciated.

We should, as soon as possible, establish a chair in philosophy. It is extremely unfortunate that our present resources do not make it possible for us to employ and retain a high grade man who can give his full time to that very important field of study and instruction. The endowment of such a chair would require about \$125,000.

We need to establish a chair in creative writing and public speaking. There is no doubt that an educated man should have a command of the English language and be able to make good use of it. An adequate endowment of a chair in that field of work will be about \$125,000.

There is no more urgent need in higher education today than training in a knowledge of government and public service. An unusually strong course given each year on the Constitution of the United States should be offered to all who attend the University. Such a professorship would require the income from an endowment of about \$125,000. We need additional funds so that we may establish an endowed chair in mathematics. We are not now offering adequate instruction in that field to men who wish to major in mathematics or wish to major in

certain fields of science in which higher mathematics is absolutely essential. It is very desirable that we supplement the work in music appreciation and in the Fine Arts. From present resources we could provide illustrative material for instruction in the Fine Arts, but we do not have adequate funds so that a staff member can be secured who will devote his time to this important field of instruction.

In the Graduate School we feel the need of additional fellowship funds to assist very deserving and scholarly men and women who wish to continue their studies and secure the degree of Doctor of Philosophy. They are young people who have, in many instances, exhausted all resources at their command during the many years of school and college life and who have one to three years of graduate study ahead of them in order that they may qualify for first class positions in the colleges and universities or in the great scientific laboratories or research bureaus. Each fund that will provide five to six hundred dollars a year to help such a student will be a very welcome addition to the resources of the graduate division of the University. We also need additional funds to provide for the publication of scholarly papers or monographs which are too long for journal or magazine articles and not of immediate commercial value to publishing houses. A university is fortunate that has an endowed press.

Since the present building program has not made it possible to complete the gymnasium by the erection of the wing in which the swimming pool will be located, that unit is the most pressing need from the standpoint of our physical equipment. We estimate that it will take about \$50,000 to erect and equip that addition.

With the increased demand for training in the natural sciences a new science laboratory should soon be provided. The spaces allotted to biology and chemistry are both badly overcrowded. We do not have adequate accommodations for certain phases of work in those sciences which we should like to promote.

Among the smaller needs of the University may be mentioned the purchase of a small tract of land which is very desirable in completing our athletic field. The cost of that land should not exceed \$500. We need also to erect a fence around the athletic field and complete the grading and seeding. The total expense of this work will not exceed \$3,000. The planting of trees and shrubs about the margin of the athletic field would help to beautify the setting where the boys carry on their outdoor sports—\$1,000 will go far toward carrying out that project—\$2,000 will probably be adequate.

Each year we have a large number of highly deserving students who find it very difficult to finance themselves while in college. Loan funds of \$5,000 or more may be made to rotate and prove very helpful as the years pass.

Our tuition charge at present is \$200. A fund that will provide that amount annually will permit some worthy scholarly boy to continue his college education. We have many high-grade applicants who admit that they cannot count on any financial help from home, but they can live at home and attend college if some provision can be made for their tuition. Most colleges have several full scholarships which can be assigned to deserving young men.

*An Unusual Opportunity*—For nearly 20 years Clark has been carrying forward pioneer work in the fields of geography and international relations. The institution has been recognized as having established a certain degree of leadership in those fields of study. Much of the work in history, economics, geography and international relations is closely related and a fund for the permanent provision of an *Institute of Geography and International Relations* would make possible a unique service in higher education in this University. We should need to enlarge our staff somewhat, to finance field investigations in various parts of the world and provide for the publication of a periodical or a series of monographs. Such an institute should help to establish a

better understanding of national problems and of international relations. It should serve an equally important purpose of developing a public opinion on such problems based upon facts and not theories. Such an institution would require an endowment of at least a million dollars.









*The*  
FIFTIETH  
ANNIVERSARY  
ADDRESSES

1887-1937

CLARK UNIVERSITY  
WORCESTER, MASS.







*The*  
FIFTIETH  
ANNIVERSARY

OF THE FOUNDING OF  
CLARK UNIVERSITY

1887-1937

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*Addresses*  
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WORCESTER · MASSACHUSETTS



## FOREWORD

Clark University was incorporated under the laws of the state of Massachusetts in 1887. The first faculty was organized and the first group of students admitted in the fall of 1889. With the passing of fifty years since the founding of the institution plans were made for a special convocation of the University on the evening of June 4, 1937. The program of the evening was centered upon the theme "Higher Education and Democracy." The two addresses that were given on that occasion are published for distribution to the alumni and friends of the University.

On the morning of June 5, Dr. Frederick Carlos Ferry delivered the Commencement address, for which he chose the title, "The First Half Century of Clark University." His address is also published in this pamphlet.

As a contribution to this special Commencement celebration Col. Charles A. Lindbergh, who has been intimately associated with our experimental work in the construction of a high altitude rocket, addressed to the President of the University a statement which is included in this publication.

At the close of the Commencement exercises, seven honorary degrees were conferred by the University, and a record of that action, with the statements made in conferring the degrees, is included and will thus become a part of the permanent records of the University. Copies of this pamphlet and of a special administrative report, "The First Fifty Years," prepared by the President and members of the University staff, are available to the alumni.

Since the Commencement exercises of this year all plans for the erection of the main building of the alumni gymnasium have been completed. The contracts have been let and the construc-

tional work is in progress. We anticipate that the building will be completed during the coming winter season. Some day we all hope that the wing which will provide for a modern swimming pool will be added.

WALLACE W. ATWOOD, *President*

September, 1937

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OPENING STATEMENT BY  
PRESIDENT WALLACE W. ATWOOD

*Friday Evening, June 4, 1937*

With this evening's program and that of tomorrow morning we hope to commemorate in a fitting way the fiftieth anniversary of the founding of Clark University. There is no more significant problem in the academic world today than freedom in research and freedom for instruction to the youth. Man has striven throughout the ages for liberty and for opportunity. The soul of man resents servitude. Man has also striven for equality in opportunity, for a just reward for his efforts and for just promotion according to his ability, industry, and character. No form of political government has furnished these opportunities so well as that of democracy, and in no country has there been a keener appreciation of the importance of equality in opportunity than in these United States of America. At this particular time in world history, when democracy is being destroyed in many parts of the world, and when various political diseases are spreading from one nation to another, we are particularly interested in the place which a university should take in preserving the ideals of democracy—and we are very much interested in the significance of a democratic form of government to higher education.

We have invited two very distinguished scholars to address us this evening. First I shall call upon Dr. Stephen Duggan, Director of the Institute of International Education, who is intimately familiar with the problems which the universities in foreign lands, as well as in this country, are facing. We invite him to tell us the place of higher education in a democracy and the significance of democracy to higher education. Dr. Stephen Duggan.

## HIGHER EDUCATION AND DEMOCRACY

By DR. STEPHEN DUGGAN

*Director, Institute of International Education*

The fundamental problem that has confronted man from the beginning of time is the reconciliation of individual liberty with social security. The individual feels that he must have a certain freedom in order to realize his being. Society, on the other hand, feels that it must enforce certain restrictions in order to save itself. Thus, arises the problem of the State: How much freedom shall be given to the individual, and how much shall be taken away from him? The problem has received different solutions not only in time but also in space. Generally speaking, up until yesterday, the individual was suppressed in the East and his destiny controlled by some force external to himself; e.g., ancestor worship in China or the caste system in India. Hence society in the East has been static. The farther west one moved the greater the exaltation of the individual and the more progressive the society. Tradition and custom played a minor part. I said up until yesterday, because while some states in the East are now trying to free the individual from the shackles of outworn customs and traditions, other states in the West are markedly curtailing the freedom of the individual and demanding of him absolute subservience to the state in every aspect of life. The changes that have taken place in the world since the World War have been the greatest since the fall of Rome and to my mind they close an era. We speak of the passing of the Medieval period though it has left traces down to this very time. We speak of the Modern period ushered in by the Renaissance.

But it was not until long after, that we referred to the Middle ages or Modern times. I wonder whether three hundred years hence people will not refer to the World War and its after effects as the end of the Modern period and the beginning of period X.

For, compare the later nineteenth century to the decades which have followed. The former was a period of comparative stability. Men felt secure in their possessions. Young men planned for their future life work and expected that their plans would be realized. It was a time of comparative peace. Religion was honored and provided sanctions for morals. Tolerance was the order of the day and hatred had small place in the life of nations. The masterpieces of art, literature, and music produced in one country were at once acclaimed by all nations. Freedom was expanding and the universities in all the great countries enjoyed *Lern* and *Lehr freiheit*. Democracy had moved from one triumph to another, and apparently was in the process of general adoption as the best form of political organization. Governments kept their promises and honored their commitments. They observed the precepts of International Law.

Most significant of all is the degree to which State regulation has affected the life of all nations. The Soviet Union has gone farthest—abolished private property in capital and made itself the sole employer. In the principal Fascist States, Germany and Italy, the government may at any time interfere in the conduct of a branch of industry and dictate to the capitalist what he must do with his private property. Labor unions have been abolished and labor is even more at the mercy of the government than is capital. But it is not only in the Totalitarian States that State regulation has become pronounced. The degree to which the government of Great Britain interferes today in the conduct of industry would appear revolutionary to the employer of pre-War times. And State regulation has recently crossed the Atlantic and appeared in the United States in the form of the New Deal. It is not far-fetched to believe that the World War introduced a new era whose chief characteristic will be that the

domain of individual freedom will be considerably circumscribed in favor of State control. To accomplish that will not be difficult in a unitary state like France or England, but it will be much more difficult in a federal system like the United States or Canada. That is why Hitler abolished the *Länder* and transformed Germany into a unitary state.

Every child is born into society, no one is born unto himself. Society does not consist of a mere aggregation of individuals but of individuals organized into institutions such as the family, the church, the school. The education of the individual, therefore, involves making him conscious that he is a member of a social group and that he must live within the restrictions of society's institutions. From the standpoint of history, education is the means by which nations have attempted to realize their social and spiritual ideals, for every nation that has faith in its ideals wishes to have them transmitted for the benefit of its own posterity. A nation may modify its ideals and institutions gradually as has been true in Great Britain. Then its system of education will also change gradually. Or a nation may make a sudden and drastic change in its ideals and institutions as has Germany. It will follow as the night the day that its system of education will also be quickly and drastically changed. The recent economic depression has also hastened changes that might otherwise have been longer delayed. Permit me briefly to describe these systems and compare them with our own.

In no country of Europe did democracy in our meaning of the term exist before the War. Emphatically we mean by democracy equality of opportunity. We have by no means been successful in realizing that ideal in all ways but we have done so in education. We have erected an educational ladder up which the individual can climb until he reaches the rung for which his powers best qualify him. The last step in the process of realization was taken when the State University was made the capstone of the educational arch. At the same time, we encouraged the establishment of independent colleges which would permit com-

petition with the public institutions and also allow of experiment, though but little was done in the way of experiment. Going to college meant for the average young man and young woman in the United States getting ahead in the world. As a result colleges and universities became crowded and sound education suffered. But so great was the absorptive power of the country that down to the great depression practically every college graduate was able to secure a position within a few months of graduation.

This condition was by no means true of Europe. Political democracy existed in several countries but not social democracy. Equality of opportunity not only did not prevail, but there was no intention that it should. Class distinctions were almost universal and the classes carried privileges with them. Not only was there no educational ladder up which the individual might climb; on the contrary the educational system of nearly all European states was deliberately organized to prevent that climbing process. Higher education was the privilege of the classes and only by chance did a representative of the masses secure a university education and a degree. During the World War, governments sent millions to their death and demanded great sacrifices from all. At the end of that struggle the masses in most of the nations made clear to their rulers that they had not made these sacrifices for the benefit of the classes. Hence in practically every country a democratizing process began especially in education. Soon the universities became crowded with people who before the War would never have thought of attending them. To such an extent was this true that the universities were graduating students far beyond the absorptive capacity of their countries and thereby creating an intellectual proletariat. This was particularly true of the nations of Central Europe. Then came the great depression which added to the confusion of the situation and the despair of the unemployed university graduate. It was to a great extent this despair that caused so many, not only among university graduates but among young people generally, to respond to the exhortations and promises of the dictators.

Every dictatorship is founded upon force. There exists no freedom, neither of speech, nor of person, nor of the press. The censor determines the views that are to prevail. The press may dilate upon the daily handout of the government, it may not criticize it. There is not a person in this audience who has anything approaching an accurate idea of the economic and financial conditions of Russia, Germany, or Italy. The citizens of these countries themselves do not know. Only the oligarchy in control know, and they do not publish the facts. Moreover, anyone familiar with the course of events during recent years is aware of the terrible power wielded by the censor in stimulating animosity against a foreign government or nation, which stimulus cannot be corrected by access on the part of the people to the foreign press because the circulation of the foreign press is prohibited.

The democratic system is a *sine qua non* to a realization of the actual facts that condition a problem. It is true that in a democracy the press is only relatively free and that in some democracies it is purchasable. But in a democracy there always exists an opposition and the opposition is usually sufficiently alert to prevent the total suppression of the truth. Moreover, in a democracy sufficient academic freedom exists to maintain the search for truth and its diffusion. A wave of obscurantism may pass over society looking to the curtailment of freedom of teaching, but it meets with vigorous opposition and is nearly always of temporary duration.

What is education? Emphatically and essentially it is the search for and the diffusion of truth. However difficult it may be to answer the question "What is truth?" there is one thing that cannot be controverted. Truth will never be forthcoming when it is not honestly desired and sought, when facts are made to fit predetermined views. There has been a good deal of discussion recently about the possibility of being really objective. Objectivity is defined by the aim of the writer or speaker. If you are doing your very best to find the truth and give it to the students

then you are teaching objectively. The facts matter less than your attitude towards them.

If these statements have truth in them, how absolutely unjust to the students of the Totalitarian States is the education they are receiving. They are not only taught dogmatically the one point of view, but even the facts in substantiation of other points of view are carefully concealed or are derided. Moreover, to question is to be unpatriotic. There are now such things as Russian economics, German sociology, and Italian ethics. The students in the universities of the Totalitarian States are being prepared to live in an unreal world and sooner or later will receive a rude awakening.

If such treatment is unjust to the student of the Totalitarian State, the treatment of the teacher is absolutely cruel. If he sincerely accepts the official teaching, no fault is to be found with him. But if he does not and continues to teach he must suffer the spiritual torture that an outraged conscience will surely provide. If he objects, expulsion is the mildest punishment; the prison doors may yawn open for him. And even expulsion today usually means starvation. An attempt to earn a living by the pen is impossible, for no publisher is permitted to print views in conflict with the official doctrines in any particular field. The descent towards such degradation for the teacher is sometimes slow and insidious. It may begin with a mild method of control such as a special oath for teachers. But if that is not resisted, and successfully resisted, the end of the movement will be the destruction of all liberty on the part of the teacher to think and to speak his own ideas. His work will consist in the regimentation of the minds of a whole nation. The result of that process is the decay of intellectual life. What has Italy or Russia contributed to the intellectual life of the world? And the beginning of decay is already obvious in Germany.

How have the democracies attempted to solve the problem of higher education? By actually increasing the process of democratization. Great Britain is the land of anomalies. The freest

political democracy in the world, it has a monarch, a House of Lords, and an Established Church. A ruling class, the landed gentry, has governed the country almost to today. Two universities, Oxford and Cambridge, sufficed down into the twentieth century to provide an education for the sons of the ruling class. (One in 450 of the population in France and Germany attended the university in 1930, whereas only one in 1050 attended in Great Britain.) Those young men manned the civil service at home and the colonies abroad. Unlike the graduate of the French lycée and university, their future was practically secure. Their education, therefore, could be of a leisurely kind, dealing primarily with the classics and mathematics which developed the ability to think clearly. *Noblesse oblige* was part of their education and endowed them with a sense of honor that resulted in the governments of Great Britain and her colonies being splendidly administered. In the last half of the nineteenth century there gradually developed a new commercial class whose sons received their education largely at endowed grammar schools and in the twentieth century before the World War in the new provincial universities that had been established in the large cities. Despite the growing commercial competition with Germany and the United States this education was not as practical as that given in either of those countries, but Great Britain had a century start in the economic race. Elementary education for the working classes did not compare with that given in Germany or the United States. Nevertheless Great Britain down to the World War was a comparatively prosperous country in which youth entering vocational life was relatively easily absorbed.

Probably no country suffered greater disaster after the War than Great Britain. Its closed mines and closed factories formed its devastated areas and the Lost Generation was composed not only of those under the sod but the millions of youth who apparently were without a future. At no time, however, has the British policy of "muddling through" been more justified. The British went in neither for political nor economic revolutionary

experiment, neither for Fascism nor Communism. On the contrary, by drastic taxation, not merely to maintain government but to support its millions of unemployed, by reforms in the methods of administering industry, by various economic measures such as tariff changes, Great Britain gradually revived such strength as to withstand the onslaught of the economic depression better than any other great nation.

Even before the War Great Britain was becoming democratized largely as the result of the spread of popular education. In the very midst of the War the Fisher Act was passed, which was then regarded as the Magna Carta of British education. It provided for a revolution in the system of public education in Great Britain. Unfortunately, economic conditions after the War prevented the realization of some of its best provisions. But upon recovery the Hadow Commission was appointed to investigate educational conditions, and as a result of its Report, measures were undertaken of a most advanced nature even in the midst of the depression. The "leaving age" from the elementary school was advanced to fifteen with the recommendation that those at work continue in the Continuation School to eighteen. Even more remarkable was the great expansion of secondary education by the establishment of a large number of high schools, partly to keep youth from competing with the mature unemployed. So that as many youths as possible might participate in higher education, Parliament provided the University Grants Commission with additional funds, so that it is now distributing annually \$10,000,000 among the British universities. Between forty and fifty per cent of the students at Oxford and Cambridge Universities today are studying there on fellowships or other forms of stipends. These are democracy's methods of meeting the needs of youth in a great economic crisis. Industry and commerce have already absorbed large numbers, and, as indicated, provision has been made so that leadership will not be lacking. It is an inspiring picture, and though British youth has anxieties still, it has reason to look to the future with greatly increased confidence.

It is difficult for an American to appreciate the part played by social stratification in the life of a European nation. In a country like France, for example, to fall from a *bourgeois* to an *ouvrier*, from the middle class to the working class, is to lose caste and is not to be endured if it is at all possible to avoid it. Yet losing caste is exactly what is happening. No ambition transcends, for the young Frenchman, the desire to be a member of France's greatest cultural organization, the Society of university scholars and teachers. But that is a long and difficult ambition to fulfill because a French professor has usually become a mature man, forty or more, before he has secured his *doctorat d'état*. So many of the *bourgeois* had been impoverished by the War and inflation that, when the world economic depression occurred, their sons had to go into trade and technical work instead of fulfilling the ambition of their parents and themselves. Before the World War the great majority of the advanced students in French universities were full time students and remained so until they "conquered" their diplomas. Today a large proportion have to work their way by taking such odd jobs as they can get. The danger to French culture, which the French value above any other possession, became so pronounced that the government provided several thousand new fellowships to be competed for by students in lycées throughout the country. But this is only a poor substitute for the régime which formerly existed. Nevertheless, because of her stabilized national economy, her population being fairly evenly divided between agriculture and industry, and because France was the latest of the great nations to be hard hit by the economic depression, up to yesterday, while French youth was filled with anxiety as to the future, it was better off than the youth of most countries of western civilization.

The British democracy has always emphasized liberty and to a great extent ignored equality. The American democracy has emphasized equality and has sometimes almost completely forgotten liberty. Equality of opportunity has been the very core of American ideals and is responsible for the splendid system of

public schools, state universities, and municipal colleges which provide an education to all either *gratis* or at small cost. Moreover the objective in life of almost every American youth is to forge ahead economically and socially, and education is regarded as the chief instrument for accomplishing that objective. Hence the disciplined intellect and the cultivated mind have not compared with practical considerations as the aim of higher education in the United States. Successful leaders in finance and industry who have been invited to deliver Commencement addresses have often pointed out the value of a college education for success in life by referring to the great number of names in *Who's Who* that have had such an education as against the much smaller number that have not.

The economic depression was a terrible catastrophe for the whole world. But it was particularly bad for the United States. Europe had been in chaos during the whole decade 1919-1929. We had marvelous prosperity and were assured by our bankers and industrialists that our prosperity was permanent because it was based upon a strong foundation. As a matter of fact, the whole thing was spurious and we entered a depression bringing great distress to our citizens. It was particularly discouraging to our recent graduates and to our undergraduates. I have already mentioned that the economic motive was the primary motive in sending them in large numbers to our colleges and universities. They were the envy of foreign students throughout the decade 1919-1929. All foreign lecturers at our colleges and universities commented upon the happy and carefree countenance of the American student as compared with the serious and anxious attitude of the European student. It can be readily appreciated, therefore, what a tremendous impact the depression made upon him. As there were no positions to be secured large numbers stayed at the college or university and undertook additional studies. At first it was expected that the depression was similar to previous depressions in our history; but as year followed year with few signs of recovery, measures were undertaken by the

government to assist students to remain in college and not undertake to compete with the great army of unemployed adults. In 1935 there were more than 1,000,000 students in the institutions of higher education in the United States and of those 100,000 were accepting relief from the government. Many conservatives therefore maintained that there were too many young people going to college.

Certainly there are many students in our colleges who are not justifiably there: some because of easy entrance requirements, some in order to make good social connections for later life, and in some cases, no one knows why they are in college or how they ever got there. Were we to remove from our colleges all those students who are not justified in being there because of limitations in intellectual attainments or lack of serious purpose, the problem confronting us would be at least partially solved. Many colleges have made numbers their goal and some have even lowered standards to conform to that aim. What is primarily needed is a system of guidance and distribution based upon an accurate knowledge of the social situation and of the individual. That is emphatically the work of the high school. It is not well done. High school teachers hesitate to tell a student he ought not to go to college. There is always the danger of mistake.

Education is expensive and higher education particularly so. The crowded conditions of many of our colleges and particularly of our state and municipal universities prevent good work from being accomplished. Yet it is difficult to rouse our people to realize this evil. The Federal Government appropriated one billion dollars this past year for defense purposes without serious protest. It appropriated \$7,616,460 for education. Yet education is the best method of defense for our institutions. Senator Harrison has recently introduced a bill to distribute \$100,000,000 annually for the next ten years to the States for the improvement of education. It will be interesting to see what becomes of it.

There remains for our democracy the really fundamental ques-

tion: Is a social system stronger if it contains young people well educated or with only elementary education? Posing our present real problem even more directly, is a well educated unemployed person a greater danger to society than one with only a smattering of education? To me the answer is plain. I rejoice to see the number of young people hoping to go to college. I regret, however, that a better system of selection and distribution has not yet been devised, not only to find out who ought to go to college, but what type of education is best suited to their abilities.

Finally let us emphasize the fact that one does not go to college primarily to learn how to earn a living. He goes there to secure an attitude toward life which will enable him to live harmoniously with his fellowmen, to contribute to the welfare of his government and society, to bear adversity without despair and prosperity without boast, to revere that which he recognizes is superior to himself and to get his happiness from association with the simple and cultural things of life. He goes to college to learn how to live. Certainly he must earn his living. He has done so in the past and though there may be delay he will do so in the future. With recovery American graduates of our colleges are gradually being absorbed into vocational life. They have by no means remained spiritually unaffected by the experience of the depression. Many thoughtful ones are turning attention to the organization of our economic and social system and the reasons for its maladjustment. In all probability it is from these that reforms will be forthcoming. The oft-expressed statement that society today has no place for educated youth is false. Society is unquestionably now out of gear, but recovery and reform have definitely begun. He who has attained at college a well disciplined mind and a store of accurate knowledge is not only needed, he is wanted.

## PRESENTATION OF DR. DENNETT

Our second speaker is President Tyler Dennett of Williams College, another eminent scholar who has served this nation well in an official capacity in the State Department and has now the responsibility of directing one of the oldest and most eminent of our New England colleges. We know he is a courageous man who will attack this problem fearlessly, and we ask him to tell us what he thinks is the place of higher education in a democracy and the significance of democracy to higher education. Dr. Tyler Dennett.

## HIGHER EDUCATION AND DEMOCRACY

By TYLER DENNETT

*President, Williams College*

The subject as first proposed was merely democracy and education. The adjective in the title is inserted to give sharper definition. The importance of education in a democracy is so widely accepted as to need no elaboration. About everything has been said which can be said. To repeat the commonplace arguments would be simply to bore you. Quickly we should be reduced to talking about methods and their relative value as means to an end about which we are all agreed.

Methods are fascinating subjects for study by those who have to apply them. But in education they seem to be not so important as many believe. The teacher is an artist; if he is not an artist, he is not a true teacher. To the artist methods of mixing paints are not important. Two artists using quite different methods may yet achieve a similar result. Again, two artists using a similar method may reach quite opposite effects. So with teaching. Any method is good so long as it is congenial to the teacher and helps him toward his goal.

The old one-room red schoolhouse at the crossroads, taught a few weeks each winter by some poor student from a neighboring college, was a hodge-podge of pedagogical method, and of no method at all. It is now held in low esteem in educational circles, but often for wrong reasons. The little red schoolhouse was just as good as the teacher behind the desk; always as good, but never any better. So was it then; so is it today from the grade school to the university. The teacher, if he is a true artist, is

not and should not be required to be dependent on standardized methods. Methodology in education, therefore, would not be a very appropriate subject for this occasion. However, it does lead to one passing observation about the maintenance of educational standards in a democracy.

Modern democracy in the United States has gone in heavily for standardization in education, particularly as to methods. This is conspicuously true of the public schools. Perhaps it has to be that way; for true teachers as well as true artists are scarce. We must standardize, not to help the born teacher, but rather to mitigate the evils which otherwise will be done by the inept teacher who in fact ought not to be teaching at all. The effect on the true teacher is deplorable, but on his clumsy colleague it is beneficial and to the pupil essential. Thus we level up, but inevitably also we level down. We introduce a quantitative standard because in a democracy we cannot maintain qualitative standards. For example in many states, although happily not in Massachusetts, a public school teacher cannot qualify for appointment without having passed certain examinations in the methodology of teaching. The result is that the most gifted teacher of, for example, Clark University, might not be eligible under the law to teach in the public schools in these states. Thus laws designed to prevent very bad teaching by people who lack the gift of teaching may make ineligible very gifted teachers. I do not venture to criticize these laws and regulations. I merely use them as an illustration of the formidable difficulties which a democracy has in making quality judgments. As a democracy we must have a rule; we must apply the rule impartially. The rule in this instance is not that a teacher must be a good teacher—that would require a qualitative judgment; the rule is that one who would teach in the public schools must have had a certain number of hours of instruction in certain specified subjects. This is a quantitative rule and in applying it the best we can hope for is that it will operate as a sieve to keep out of the classroom some who would be even less efficient than those who have had the standardized normal training.

The tendency always is for a democracy to apply a quantitative standard. We govern ourselves by a majority vote regardless of the plain fact that the collective opinion of fifty-one people of poor judgment is not as valuable as the opinion of forty-nine people of good judgment, not even so good as that of a single individual of good judgment. We dare not trust our sick bodies to the majority vote of the doctors and, until the law is changed, here and there we set up judges in the land and trust in their qualitative judgment now and then to overrule what a legislative majority had enacted. We do not in our private affairs seek advice by polling our friends and following a majority decision. We seek expert advice and try to be very selective about our adviser. On the other hand, we dare not apply such a principle to our government. Our system more and more tends to depend upon the law of averages. We have a sublime faith that, in the large, the majority more often than the minority is right. Over the long period of years this is true. The formula is becoming less popular in recent years, but I am prepared to resubscribe to it and I subscribe with a clear conviction that at any time and on any specific issue the majority may be quite wrong.

It may well be that the time is approaching more rapidly than many of us realize when this great fundamental issue will be seriously challenged. The drift, politically, on the other side of the Atlantic is obviously anti-democratic. There are, in fact, in this country fewer people today than there were twenty-five years ago who believe that the majority rule is safer than minority rule. There have been always from the days of the Constitutional Convention some who distrusted majority rule but in the past the proportion of such people has been relatively small. It is still small, but the number certainly has increased in recent years. Many years ago John Hay wrote a poem on liberty in which he used the line "though it slay me yet will I trust in it." I hope that all of us here tonight are willing to say the same for democratic government: though it slay us yet will we trust it; for, over the long years, while democratic government may here and there be charged with making victims, the general trend is upward

toward the liberation of the human spirit and toward higher levels of living for everyone.

What has just been said is not intended as an excursion away from our main theme. On the contrary, it is an attempt to describe the underlying condition which requires that we think very seriously about the place, not merely of general education, but also of higher education in a democracy. Of course we must have a literate electorate. We must have people who can read and write. To literacy we must add as much as may be of intelligence. The majority rule of an illiterate and unintelligent majority would be terrifying. Of course we must have an alert public opinion to make itself felt in a wide range of matters which are less political than social. It is not merely the kind of man elected to office which matters. The attitude of our neighbors towards all forms of social responsibility determines whether we are willing to release our children in the neighborhood for free recreation; whether in fact our property holds its value from year to year. On the street even one family lacking intelligent public sense can send values down alarmingly. Education is not adequate for such situations as these, but it is extremely important and even indispensable. It is obvious that without widespread general education, our political and social system would long ago have perished.

Education again is important in a society such as our own where the State has limited powers and jurisdictions. Many of us continue to hope that our government will remain a government of limited powers, that the habit of free association will not disappear or become atrophied. If we are to maintain a free and at the same time an intelligent public opinion, then literacy and intelligence are as important for our churches as for our politics. We must have educated people also who appreciate and support the great cultural agencies such as the museums, the symphonies, the public libraries, and the social services which comprise so much of our philanthropy, and which we hope will continue to remain the special responsibility of our people organized on other

than political lines. Here is the seed ground for political democracy. Here is the great training school where civic sense may be developed and refined while it is being brought into the field of political action.

The necessity for education broadly diffused is a commonplace which does not need to be debated before any American audience.

We are met this evening to celebrate a highly specialized form of education—fifty years of distinguished history for a famous institution of higher education. Initially Clark University, like Johns Hopkins, offered its services in a field even more restricted than that of the college. It took students not at the undergraduate but at the graduate level and carried them on in selected fields exclusively of higher learning. The significance lies in the highly selective principle on which the university was initiated. It was not a democratic principle in the sense that the doors were open wide to everyone. It was an institution open only to those who qualified by very high tests. It was aristocratic in the true sense in that it imposed a quality test. It was aristocratic in the midst of a democracy and yet no one considered this an anomaly. Nor should they. For it is the peculiarity of democratic institutions that they cannot remain healthy and vital save as they are related to this aristocratic principle of selection on a qualitative basis. This is the saving salt for the principle of majority rule. Without it democracy grows rancid and in time surely fades out into its direct antithesis, tyranny—the tyranny of the majority than which there is no monster so hideous and fearful.

In due time Clark University included within its scope instruction at the undergraduate level, but this action in no way compromised its principle of aristocratic selection. The gates were opened a little wider, but the old principle was retained. Not everyone can enter Clark University. It is reserved only for the few who are prepared to benefit by its special advantages. In short, the peculiar contribution of higher education to democracy is aristocracy of talent. Clark University may for the moment in our thought objectify this principle.

The importance of this principle in a republic needs to be restated and reëmphasized, for the certain tendency of democracy is toward qualitarianism. Last year in an important western state there was introduced into the legislature a tax bill which contemplated taxing the so-called intangible income of the privately endowed and managed educational institutions within the state. The money thus to be received, or part of it, was to be devoted to the no doubt praiseworthy object of increasing the salaries of the public school teachers. The bill did not pass, but it is interesting for the assumption which seemed to underlie it. The assumption appears to be as follows. The public school ministers to everyone; the privately endowed colleges minister to a select few. Therefore, the public school takes preference over the college and on this principle the State is warranted in taking from the college and giving over to the public school. Stated in another way this principle would seem to be that the responsibility of the State in education lies primarily in the public school system where the great mass of the pupils will be found. There is likewise the inference that the State is not equally responsible for the specially talented young man or woman who separates himself from the crowd and aspires to education in the small college not under the direction of the State government.

There is no "either-or" of that sort in the American system of education. The system stands or falls as a unity. At one end is the grade school where all enter; at the other end, the institutions of higher learning to which a few may go provided they have the superior capacity. To starve the public school or its teachers is obviously to endanger the republic. It ought to be equally obvious that to starve the college and the university will involve similar dangers. These are difficult days for taxpayers, but in education we shall be following a particularly stupid policy if we rob Peter to pay Paul, if we curtail higher education with the expectation that thereby we may confer a benefit on lower education. In point of historical fact in America as everywhere else, the higher

education came first and at a time when people imperfectly recognized the equal necessity for general diffusion of knowledge. John Harvard did not begin in Massachusetts with a public school system. He began with a college which in turn two centuries later raised up graduates who discerned the need for improving the common school system. It was to the graduate of an institution of higher learning in a neighboring state, to Horace Mann, graduated at Brown University in 1819, that Massachusetts owes the beginning of its now widely respected public school system. It would, in fact, be difficult indeed to find elsewhere in American history men famous for their contributions to popular education who were not first nurtured in colleges of higher learning where they received the vision and secured the competence which later they placed at the service of the people in popular education.

In the last half century the American people have achieved a diffusion of knowledge which in dimension is unparalleled in the world's history. The sums of money devoted to this achievement are of astronomical proportions. It would be a not very happy result of this movement in popular education if our people were to come to think less rather than more of higher education, without which popular education would probably never have been born. A little knowledge is always a dangerous thing, but never more dangerous than in a democracy or in any group of people politically organized to maintain government over themselves.

After the preceding paragraphs were written, I happened upon an address on this subject by G. Stanley Hall, your first president and equally well known to us at Williams as a very famous member of our class of 1867. It is presumed that it is because of this historical relation between Williams and the founding of Clark University that I was invited to be here tonight. Certainly Williams is very proud of its relation to Clark and proud of the personal attainments and fame of G. Stanley Hall. At the centennial celebration of Williams in 1893, Dr. Hall

was one of the speakers. His theme was similar to mine tonight. Already in 1893, forty-four years ago, he detected the tendency in the United States to exalt general education at the expense of higher learning. President Hall took occasion to point out that leadership in general education always comes from the top, from the higher learning which must precede it. He declared:

"There has never been, I think, in all history a single instance in which a real reform which was not superficial began in the lower or in the intermediate schools. It has been the best men, working with the best material and with the best training, who have made the great reforms. It is the universities that originate the material of culture, and the colleges and the lower schools are the canals for its distribution."

We appear to be in a period of growing jealousy exhibited by those who have not for those who have. Apparent in many other phases of life it is also being directed against education. The popular attitude toward higher education is critical and the criticism is most often on the lips of those who have it not and obviously are ignorant both of its methods and of its content. It would not be surprising if in the next decade or two higher education were to be in for a period of petty persecution. Attacks on the colleges and universities have already become fairly popular. These attacks apparently helped to sell newspapers. Possibly they helped the passage of the various bonus bills. Certainly the teacher's oath laws are in this category. A demagogue's bag of tricks always includes an appeal to qualitarianism, an intimation to those who have not that they are in fact far more worthy than those who have and that the latter are not to be trusted.

Is there an explanation or a reason why, to be quite specific, in the great state of Massachusetts, so long famed for its colleges and universities, these institutions do not now appear to enjoy the confidence of the great mass of people to the extent of former times? Perhaps in proportion as they have become national in character they have ceased to be objects of purely local pride. Quite possibly as these colleges and universities have

broadened their scope they have seemed to be ministering less to local needs. Probably with the growth of population and its changing character in New England our colleges have in fact drawn away from rather than toward the great mass of the people. If this be true, it should give us pause for it should not be that way. The college should be contributing as directly to the village and the ward as does the public school on the next block. The contributions will of course be measured qualitatively and not in quantity, but the value should be as easily recognized.

There can be no doubt among those who know the facts that there is on the part of the leaders in higher education a very earnest desire to place these magnificent educational institutions at the service of the State and the Nation in all practical ways. That should be apparent in the willingness of the colleges and the universities a few years ago to release members of their staffs for limited periods of service in Washington in the capacity of what the press came to term "brain-trusters." The conspicuous failure of some of these academic people has contributed to this present growing distrust of academic institutions and academic thought. The universities should not be blamed if the Administration selected an expert in poultry to give advice on economic policy. Universities were not asked to recommend these men; they were merely asked to release them for service in Washington. In some cases at least they must have acceded to the request with much satisfaction. In selecting the brain-trusters, the government could have had much better advice than was ever asked for. Now the colleges are being vaguely blamed for mistakes for which they were in no way responsible. These conspicuous mistakes are clouding the fact that for more than twenty years, in fact since the World War, the government, local, state, and federal, has been making an increasing and profitable use of experts from academic institutions, men like your own Professor Blakeslee. Clark University is a signal illustration of the way in which the universities are eager to place their men at the service of the government.

In many other and more fundamental respects higher educa-

tion in the United States is aware of its obligations to serve the people democratically. Led by the state universities there has been a broadening of the curriculum such as our grandfathers, educated within the narrow confines of the old classical studies, would hardly recognize. Probably they would not at all approve of what is now being offered under the name of higher education in many colleges and universities.

The tendency is to democratize the curricula of colleges by offering a great variety of courses, apparently with a view to satisfying the demand of a great variety of young people, some of whom are very inadequately equipped, both as to intellect and as to character, to profit by the older and more fundamental studies which used to be central in college curricula. If carried to an extreme it becomes educational equalitarianism, against which higher education ought to protect democracy. On the fundamentals of educational policy there are, broadly, two contrary schools of thought. One school thinks of the higher education as something which should be consciously designed to welcome the maximum number of students. To such the educational ideal is a cube. The objective is to keep the sides as nearly perpendicular as possible. There should be carried up from the grade school to the high school the largest possible number that can be brought in to the high school even though it becomes necessary somewhat to modify and even to let down the educational standards of the high schools in order to receive and keep them. Again, the maximum number of young people should be carried up from the high school into the college even though to attain it may be necessary greatly to modify the offering in the college in order to suit the somewhat moderate and mediocre intellectual capacities of a large number of students. It is maintained by those who believe in the cube theory that thus higher education will to a maximum degree serve democracy. The other and older school of thought we might call the pyramid school. This principle of educational theory calls for the maximum base in popular education but it applies the selective principle

rigorously. It holds that it is not to be expected, nor to be desired, that the secondary schools should attempt to carry over from the grade school as many as can profit by the elementary education up to the eighth grade. Nor does it seem to them desirable that there should be carried over from the high school into the college all of those who may profit by a high school education. At each transitional stage a selective process should, they think, operate with a view to bringing into the college and later into the university only the young people of very superior gifts; otherwise in time the quality of higher education will be so diluted that it will cease to afford leadership and enrich general education. President G. Stanley Hall adhered to the pyramid school as do I.

One of the happy discoveries of the present Administration is the CCC camp. It operates to provide an alternative for the boy who cannot greatly profit by the high school and who certainly in most instances should not be in college, but who does need further training and preparation for useful labor. The CCC camp points the way to a profitable educational development which may be of great value.

It is a peculiarity of education in the successive stages upward from the grades that it must become selective rather than inclusive or it will defeat its great purpose. It will otherwise become sterile for there is in nature no such thing as democracy of talent.

Political, economic, and social democracy robbed of the leadership of the highly gifted, highly trained men and women, will turn out to be no democracy at all, but rather a despotism of the majority.

There has been reserved for the conclusion what is probably the primary explanation for the growing distress of higher education. It must already have occurred to you who believe in the selective, the aristocratic principle, that as it is now developed in the United States it is being defeated by a selection based on a wrong standard. With the development of the college and the university, the increase of knowledge and its increasing subdivisions, the costs of instruction have mounted so high that

higher education is being more and more reserved for the rich and being removed from the poor. The selection is more and more on the basis of whether the boy or the girl has the money to defray the cost of education rather than on the basis of whether he has the brains and the character to receive it. In so far as this is true it is deplorable. There never has been and never can be in a democracy any certain correlation between brains and money. The young person who has the brains to profit by higher education may or may not have the money. Those with the money to pay the costs may or may not have the brains. Personally I do not believe that any political or economic system can be devised by the mind of man which will insure even an approximate correlation between talent and wealth.

Have we, then, encountered an insuperable obstacle to a system of education which will be based on the principle of selection by talent? An obstacle, surely, but not an insuperable one. Higher education in America has at its disposal enormous reserves of benevolence, both funded and unfunded, to see to it that no conspicuously gifted young person shall lack the opportunity appropriate to the gift. No doubt many young people in this country would like to go to college, but cannot for lack of money. On the other hand, the colleges and the universities are literally searching the country to discover such who are specially talented and therefore especially worthy. Every college has its stories, Clark University presumably just as Williams, of the penniless young man who arrives on the campus with not only the talent but the grim determination to see his education through to the end. Hundreds of them are receiving their diplomas this year.

The truly great obstacle to the application of a sound selective principle is the common assumption that higher education is a heaven-given right rather than a privilege based on character and on intellectual capacity. College education cannot in fact be bought by anyone; it can only be earned.

In conclusion: Let us by all means keep the base of our educational system inclusive of everyone. It cannot become too broad

even though to maintain it we have to standardize and conventionalize the lower grades. Let us also beware that in our plans for general education we do not interpret it too narrowly. Our scheme should be broad enough to include the CCC camps as well as the lower technical and trade schools. Breadth along these lines is especially important to provide the training which so many now seek in the higher grades vainly because they are not able to receive it. Thus let us clear the way for the college and the university to occupy their historic and true position. It is by uncompromising insistence on the principle of merit and excellence that higher education can render its greatest and its peculiar contribution to American democracy. Subtle and poisonous temptations to compromise, on the one hand, with wealth by selling what has not been earned and, on the other, with equalitarianism by sacrificing quality to quantity, must be resisted. Higher education related to moral character, without which it is dangerous, is the saving salt of democracy.

It is with the foregoing thought in mind that I am happy to be able on this occasion to congratulate Clark University, its president, its faculty, its governing board, its graduates, and its sustaining friends on the completion of a half century of distinguished educational history. Clark University has done honor to the city in which it has grown up, to the state from which it has received its charter, to the nation to which it has given many distinguished and useful citizens. May it always stand a symbol of education put to the service of human needs and may it never fail of support.

## THE FIRST HALF CENTURY OF CLARK UNIVERSITY

By DR. FREDERICK C. FERRY

*President, Hamilton College*

It is fifty years, one month, and five days since that corporation known as the Trustees of Clark University came into existence by the authority of the Senate and House of Representatives in General Court assembled. The assigned location was the City of Worcester. The declared purpose was to establish and maintain here "an institution for the promotion of education and investigation in science, literature and art." It was to be called Clark University. Four days later, the Trustees of the newly incorporated University met and received an address from the Founder. In it they were advised to proceed with the necessary preparations to admit the first class on the first Monday in October, 1888. That class was to prosecute "a collegiate course" of four years. But the Founder counseled his Trustees further in the same address that they should prepare during those four years such further buildings and facilities as should permit the first class at graduation to enter at once on graduate study of professional or other nature. The purpose of such further education was to prepare the young men "for the actual business of life." The vision which Jonas Gilman Clark then cherished included not only an undergraduate college, but probably also a group of professional graduate schools. It was added that it should always be the "aim and determined purpose" to keep these graduate and professional courses "above and beyond the reach of partisan influence and sectarian bias"; and they should "be made to embrace as wide a range as possible of Theology, Philosophy, Science, Literature and

Art." Mr. Clark planned no superficial and cheaply-utilitarian business college, but a genuine university of the most scholarly and thorough type, where sound learning in many fields should abound. He instanced those relatively new institutions, Cornell and Johns Hopkins, as "evidently doing good work" and called attention to their "general scope, purpose, and methods" as worthy of the special attention of the Board of Trustees. Those ancient universities, Oxford and Cambridge, seemed to him better adapted to English institutions and to the English people than to our own. He suggested as a possible reason for this difference the fact that they had "grown up under a government in which Church and State have always been allied." Yet he was friendly to religion, for theology stood first in his list of subjects for graduate study.

Few donors of large sums for education have outlined their plans so wisely. Yet it is to be remembered that this donor, who seemed to understand so well the true mission of a great university, never attended any college. He was a country boy from a farm in Hubbardston. Only the indifferent district school knew him as a scholar. Somehow, in a busy, industrious, mercantile and manufacturing life, this farmer's son through reading and through travel had become a cultivated gentleman. His tastes were those of refinement. His interests were many. To the seriousness of purpose of the New Englander, he added the business astuteness of the cleverest Yankee, and the industry and honesty of the best of the rugged citizens of the Massachusetts of his day. One wonders whether the farms and the small school-houses of this commonwealth are still contributing to the common life boys who will develop the character and the ability which were his. It may be so. For the preservation and enrichment of the civilization of the world, it should be so.

The main building of the University, which was long to house the classrooms, the offices, the library, the laboratories, and nearly all the life of the University, was soon started. It is easy to erect a structure when the necessary money is in hand. It was a far

harder ask to find a suitable leader. Where was the spiritual founder who could contribute as generously to the new enterprise as the material founder had done?

It was a year and a month after the charter was granted when the Secretary of the University, John D. Washburn, sent the letter of invitation to the man of all men for the task. That man was Granville Stanley Hall, Professor of Psychology in Johns Hopkins University. He was a graduate of Williams College and of Union Theological Seminary. He had gained the degree of Doctor of Philosophy at Harvard. He had engaged in graduate study for a long period at the Universities of Berlin, Leipzig, Bonn, and Heidelberg. He had taught at Antioch, Williams, and Harvard before his occupancy of the chair at Johns Hopkins. The rare gifts which nature had bestowed on him had been strengthened and ripened by the breadth and the earnestness of his graduate studies. Few scholars have prepared so thoroughly for their chosen work. He considered the invitation to the presidency of Clark University almost a month before accepting it. He was happy in his professorship and disliked the thought of leaving it. But he yielded, since he learned it to be "the single and express desire of the (Clark University) Corporation that in whatever branches of sound learning it may engage, the new University may be a leader and a light." Such were the high ideals with which he entered the presidential office. From these high ideals he never descended. He devoted all his great ability to the development here of a unique institution, a graduate school of supreme excellence, with the entire University centering all its interest in it and devoting all its income to its purposes. This would duplicate at least the facilities to be found elsewhere. That this would appeal strongly to productive scholars already renowned for their researches was proved by the quality of that first faculty which Dr. Hall assembled. Hardly ever was there brought together anywhere a group of professors of so sure promise in their several fields. Their fame spread abroad among the colleges and many young graduates of superior ability sought their inspiring leadership. All seemed propitious in those early

years. The President's fondest hopes for the young University gave promise of realization. But the material founder of the University could not regard a purely graduate institution with the enthusiastic devotion which the spiritual founder felt for it. Accordingly, after only three years, the income was lessened by nearly three-fourths, which led unavoidably to the loss of about three-fifths of the Faculty. That was a sad and heavy blow to Dr. Hall. But, being the man he was, he carried on with all his brilliant ability and persevering strength.

Those who were fortunate enough to study here in those lean years which followed will always remember Clark University—not at all as a poverty-stricken institution—but as a group of kindly, productive, inspiring scholars who admitted their graduate students to a comradeship of unrivaled charm and of lasting helpfulness. None of the barriers which are ordinarily interposed between the teachers and the taught was to be found here. A contagious spirit of unflagging search for truth permeated the entire company. The administrative tasks were kept so simple that they seemed not to lessen the stimulating power of that great teacher, the President. There were no rules; or, at least, the students knew of none. Academic freedom was untrammelled. Though many great scholars had been called away in the days of misfortune, great scholars remained. For not only Hall, but Story and Webster and Sanford and Taber and Burnham and Chamberlain and Hodge and the benign Perott were still here. And there were others; for Louis N. Wilson stayed, that prince of librarians, whose helpfulness knew no bounds. Him Professor Earl Barnes fitly characterized as “the gentle lover of Pepys’ diary, the connoisseur of fine book-binding, the indefatigable servitor of all who need him and of all who merely think they need him, the man who is a friend in times of good fortune, doubly a friend in times of adversity, unfailingly and forever a friend in times of disaster.” The memory of those men tempts one to dwell too long on the first ten years of the fifty which the University has now completed.

When Mr. Clark had died and the contents of his will were

made known in 1900, provision was found in it for a collegiate department. In the execution of this project, all coöperated cheerfully. Inasmuch as the University was a unique institution, it was determined that the College must also be unique. Various original features were introduced. Some of them have since been adopted by other colleges, others have been revised, and hardly any have been entirely discarded. Growth came in due time, a worthy clientele developed, and a good college soon found a place in a region where other and long-established collegiate institutions were close at hand. Col. Carroll D. Wright, the first President of the College, was already a man of much renown in the world of affairs and of long experience in administration. He was ably assisted by Dean Rufus C. Bentley. Together they devoted themselves fruitfully to the development of the young collegiate department through its first decade.

On the death of President Wright in 1909, the presidential office was accepted, more or less reluctantly, by Dr. Edmund Clark Sanford, who had been for a score of years an important and well-loved teacher of psychology in the University. This choice was very fortunate for the College. Dr. Sanford applied his great ability to the strengthening of the academic standards of the College—a task which seems never to be completed in any college, young or old, but always in need of renewed attack. He made much of the special advantages of the smallness of the institution. He believed in fair dealing, honest thinking, and loyalty to high ideals of conduct as natural to the best way of living. He exemplified these traits completely in his own life and he inspired their growth in those among whom he lived. It was a fine thing for a college to have such a man at its head.

When the University had completed its third decade and the College its second, there came a great change, for both Dr. Hall and Dr. Sanford requested release from their presidential offices. The intellectual vigor of neither showed any impairment and there appeared to be no sufficient reason outside themselves for their withdrawal. Dr. Hall, a most productive scholar through all the years of his administrative office, wished to prepare for

publication much material in his papers which had lain long, waiting to be put in final form. Dr. Sanford, also, wished to give more attention to his scholarly work through a return to his purely professorial life. He felt, too, that the time had come when it might be best for a single president to serve both parts of the institution. Accordingly, both resignations were accepted.

The Trustees now faced a difficult situation. When Clark University was founded, the opportunities in America for graduate study in any field, and particularly in psychology and pedagogy, were very limited. This condition had changed greatly in thirty years. Now the large universities were offering excellent opportunities for graduate study in a wide variety of subjects, and schools of pedagogy and psychology in many of them were amply equipped for their task. Vast sums of money had been provided for these developments elsewhere, while at Clark the income had been practically stationary for twenty years. Meanwhile prices had risen, and inadequate salaries had become still more inadequate. To secure large contributions to endowment from her graduates seemed to the University impossible, for graduate training in pure scholarship has never opened many doors to money-making pursuits. To give up the graduate work in an institution, where heroic struggle had proved so fruitful, seemed like the betrayal of a very precious trust. A third possibility involved lessening the number of graduate departments to a point where the income would support them fittingly; and, still better, the finding of and specializing in some worthy subject in which the well-endowed universities were offering no adequate graduate courses. That would give this graduate school again a relatively unique position comparable with its place when it was so nearly alone in giving advanced work in psychology and pedagogy thirty years earlier. Through such a plan it might be brought about that this would still be a place of scientific productivity and training through research. Thus the high ideals of its past might continue to be realized and the glory of its achievement continue undimmed.

The finding of a subject not already fittingly treated in other

graduate schools and of sufficient importance to give its name to the institution demanded much thought. The subject which best fulfilled these conditions appeared, after due consideration, to be geography—not the geography of the textbooks of childhood—but modern geography, comprising the entire scope of “man’s relation to and dependence on the world in which he lives.” Accordingly Clark University established the first graduate school of geography.

To guide this new venture and to consolidate the union of the College and the University, now to be under a single president for the first time, called for a man of unusual scholarly development and of particularly high administrative ability. Such a one was found in Dr. Wallace Walter Atwood, Professor of Physiography at Harvard University. Under his leadership the subject of geography was made to include not only a study of man’s adaptation to his environment and his effort to establish desirable relationships with foreign peoples, but also a consideration of all the conditions of living. Modern geography becomes therefore, in Dr. Atwood’s interpretation, “fundamental to an understanding of the history of peoples, of the social and political organization of different groups, of the economic problems that the several groups of people are facing, and of those economic problems that are even larger and assume international proportions.” It is no narrow field in which the graduate students of geography work. Closely associated with the Department of Geography naturally stand the Departments of History and International Relations, Economics, Education, and Geology. Of all of them the student of modern geography has need. The undergraduate curriculum which must include among its purposes such training as will fit its abler scholars for graduate study in the wide field of modern geography cannot confine itself to any narrow or cheaply-utilitarian courses. It wisely provides a broad cultural program opening the way to an intelligent and appreciative life.

That Clark University, in its first half century, has contributed

to American education beyond any institution comparable with it in size seems amply proved. From its very beginning it has sent to college and university faculties throughout the land a series of teachers and administrators who have reflected much credit on the training which Clark gave them. The warmth of the personal relationship between teacher and pupil which delighted and inspired them here has influenced all their later work. They have known no other institution to which they look back with so great affection.

As this was a natural place for college and university executives to look for teachers of various subjects years ago, so it is now a fruitful hunting-ground, particularly for teachers of geography. In its first ten years the Graduate School of Geography provided almost one hundred appointees for positions in educational institutions. It is to be noticed that they, like those who preceded them, are imbued with that eagerness for truth which shows itself in productive research. The stream of publications which began to flow from the studies of Clark Alumni as soon as the first class was graduated still flows on unchecked. Their volumes are numbered in the thousands and the stream broadens and deepens with the progress of time. That is one of the forms of expression of the "Clark spirit."

The last decade has been a period of unsteadiness and uncertainty in most fields of human activity. The discouragement which the depression brought has caused many people to feel that any change is bound to be for the better. Anything which could be counted different, everything which was new, was *a fortiori* an improvement. This demand for the new asserts itself strongly in education. A well-known alumnus of a worthy college deliberates whether, if he had a million dollars to bestow on some educational institution, he would give it to his own Alma Mater. His conclusion is that he would not do so, but would donate his large gift to that college, if it could be found, which is entirely new. In it no subject would be taught which had ever been taught anywhere, and no method would be followed which had

ever been followed before. To uproot all the courses approved by the experience of years, to discard all the ways of instruction which thoughtful men have developed with full faith in their effectiveness, to make all new—the alumnus expresses the spirit of the age. An “experiment” in education can hardly be foolish enough to escape the endorsement of some group or other. Much publicity and oftentimes a generous contribution from some foundation attend an innovation only half worthy. A so-called “new plan” in collegiate education need be neither new nor reasonable, yet it “makes the front page” and somebody endows it. The last decade has seen “progressive” education greatly glorified. But the copyright law has not been applied to the use of that term and much which advertises itself as “progressive” is found to lead backward rather than forward. Most of the more novel undertakings, like that much-advertised Experimental College in Wisconsin, live out their little fame in a few years and give way. In most cases their chief merit—and in some cases their only merit—was their novelty. Of course it is well that experiments be undertaken, even in collegiate education, but experimentation which has no basis in reason is hardly justifiable in any sphere. That a multitude of colleges should hurriedly incorporate in their curricula any and every experimental novelty which any college has devised, without waiting for a demonstration of its worth, implies a lack of confidence in the long-established and well-tested. That Clark University has refused to throw aside the best of the old in content and procedure and has left it to others to try out the dubious innovations entitles it to much credit. One of the best of the private schools for girls in New York State announces in its catalogue that it discards no old subject and no old method simply because they are old and adopts no new subject and no new method simply because they are new. Such seems to be the wise policy of Clark University.

The evidences of megalomania which appear on every hand in America are not more marked anywhere than in the collegiate field. If one studies those figures of enrollment in 593 approved

colleges and universities which President Walters reports each year, he finds that it is the large institutions which show most of the increase. If the entire list be divided into the relatively few large and the many small colleges and universities, it is found that the increase in the last fifteen years is 51 per cent for the large institutions and only six per cent for the small. Field secretaries visit the schools near and far in their search for candidates for admission. There was a time when only athletes were supposed to be hired to attend college. Now the institutions bid against each other with scholarships for schoolboys who show no promise whatever for the athletic field but are worth while, since they possess sound character and intellectual ability. Naturally the larger institutions are in general able to afford more field secretaries and to offer larger scholarships than the small colleges can do. So the large become larger by leaps and bounds, the small continue to be small. That Clark University is still a small institution is in keeping with the condition of nearly every college which was small when Clark was founded. This seems not a misfortune, for that element of close personal association which has always been one of the most precious features of life here could hardly be the same if thousands were in attendance. Probably this University would have accomplished less if a much larger number of the million collegiate undergraduates now registered in the regular terms of the American colleges and universities were in the Clark classrooms. There is much reason to believe that those small colleges which have limited their registrations to their present manageable numbers are wise and by that means tend to ensure the maintenance of the quality of the education which they provide.

But the statistician announces other figures far less welcome. Of the sum of nearly 250 million dollars received by 46 colleges and universities in gifts and bequests in a recent six-year period, more than half of the total was bestowed on three large universities. If one select the 37 institutions which are among the largest in the group of 46, it is found that those 37 received 95

per cent of all the gifts and bequests of the six years. The generous donors to American education seem as much moved by megalomania as the candidates for admission to college. That Clark University has experienced much hardship from insufficient financial support is greatly to be regretted. In that respect, however, it has only shared the fate of nearly every other small institution of learning.

It was a man of international reputation for wisdom who recently spoke of the great satisfaction of life. "It is not to be found in wealth," he said, "for there is no relation between wealth and happiness; and this most people realize before they are very old. Nor does it lie in fame," he continued, "for what does it matter whether our names are spoken for a year or even for a score of years when we are dead and gone? We shall all soon be forgotten. But the great satisfaction of life," he said, "is so to have contributed to the welfare of some permanent and beneficent institution that it, going on forever, shall forever be the better by reason of what one has done. That," he said, "is the great satisfaction of life." Clark University is such a permanent and beneficent institution as that wise man had in mind. Here Mr. Clark and many other donors according to their means have earned the great satisfaction of life. So those able administrators, scholars, and teachers who have given and are still giving here of their best service have earned and will continue to earn that same great satisfaction.

May there never be lacking those far-seeing men who will secure a rich measure of lasting happiness through contributing of their abundance in wealth or in ability or in both to this institution!

Thus, with much pride in the achievements of its first half century, and with full confidence in its future, one would say of Clark University again, as Dr. Hall said of it long ago, *vivat, crescat, floreat in aeternum!*

## THE SIGNIFICANCE OF THE ROCKET

Clark University is taking part in a project which may have far-reaching effects on the future of civilization. For many years a member of the staff, Professor Robert H. Goddard, has been experimenting with rockets and methods of jet propulsion. The early years of his research were spent in the laboratories of the University and in the vicinity of Worcester, Massachusetts. During this time he was assisted by grants from the Smithsonian Institution. In addition to designing, constructing, and flight-testing his rockets, he carried on the regular duties of a professor in the Department of Physics.

In 1929, Professor Goddard's work came to the attention of Daniel Guggenheim, who, with his usual perception and foresight, saw the future possibilities of the rocket. Mr. Guggenheim made a grant to Clark University which permitted Professor Goddard to devote his entire attention to rocket research, and to build an experimental laboratory on the uninhabited plains of New Mexico. The Smithsonian Institution has continued to support the project and, in recent years, the Carnegie Institution of Washington has taken an active part.

The importance of the rocket lies in the effect it may have on science, on commerce, and on war. An attempt to estimate its future in these various fields might well be likened to an attempt to prophesy the future of the airplane at the time of Langley. The problems are somewhat similar and the possibilities as great.

The rocket is now in that most interesting period of discovery where the shorelines are unplotted and the future limited only by imagination. We cannot state what speeds or ranges the rocket may attain, but it is not restricted by the rotation of an engine

or by dependence on the atmosphere. As the airplane gave man freedom from the earth, the rocket offers him freedom from the air.

From the standpoint of science, the rocket offers the only known possibility of sending instruments to altitudes above those reached by sounding balloons. Observations taken outside of the earth's atmosphere, or even in the higher levels of the atmosphere, would be of immense value in the study of such subjects as astronomy, meteorology, and terrestrial magnetism.

From the standpoint of commerce, we must look to the rocket if we hope to attain speeds of transport above a few hundred miles an hour. It is a significant fact that the efficiency of the jet is greatest at velocities which the propeller can never reach.

From the standpoint of war, we must consider the fact that rockets may carry explosives faster than the airplane and farther than the projectile.

Whether instruments, mail, or explosives can be carried advantageously by rockets is a question for future research to decide. Sometimes the problems of carrying capacity and control seem almost insurmountable. However, one need be only forty-one years of age to have been born when Langley's model first demonstrated the practicability of mechanical flight in 1896. A child born in that year would have been old enough to remember the discussion of his parents over the flights of Wilbur and Orville Wright. He may have been bombed during the World War, have transacted his business by air mail a few years after the Armistice, and have celebrated his fortieth birthday by crossing the Pacific Ocean on a twenty-ton flying boat. The first half of his lifetime would have spanned the transition from the twenty-six-pound "aerodrome" of Langley to the transoceanic air liner. If such a man went to New Mexico today, he could witness rocket ascents which would make him wonder whether the second half of his lifetime would see a similar development in wingless flight. And if the conservatism of Professor Goddard should point out the problems of carrying capacity, cost, and

control, his visitor might well recall the articles he had read on the impracticability of the airplane.

A rocket enthusiast might bring out the fact that rockets were used to carry explosives in the beginning of the nineteenth century, and that a "Rocket Brigade" took part in the battle of Waterloo. He could point to the uses of rockets for signaling and for carrying lines to wrecked ships. He could add that letters have already been carried over short distances as a demonstration.

In an unguarded moment he might prophesy that we will eventually travel at speeds governed only by the acceleration which the human body can stand, and that in rocketing between America and Europe we will accelerate half way across the ocean, and decelerate during the other half. Or he might even point his rocket toward another planet and, without regard to fuel supply, landing facilities, or Professor Goddard, lose himself in interstellar space.

May, 1937

CHARLES A. LINDBERGH

## INTRODUCTORY STATEMENT BY DR. DWIGHT E. LEE

Mr. President:

It is a special privilege to present Dr. Samuel Flagg Bemis, a distinguished alumnus of Clark College and Clark University who received the degrees of Bachelor of Arts in 1912 and Master of Arts in 1913. He continued his graduate studies at Harvard University, in England and in France, and received the degree of Doctor of Philosophy from Harvard University in 1916.

After the completion of his graduate work, Dr. Bemis enjoyed a successful and illustrious career as teacher and lecturer at the Universities of Colorado, Washington, and Minnesota, at Whitman College, the Carnegie Institute, George Washington University, and Harvard University. Since 1935 he has held the position of Farnam Professor of Diplomatic History at Yale University.

Especially noteworthy are his published works which have been widely praised both in this country and abroad for their scholarly qualities and for their recognized contributions to the field of American diplomatic history. Among his books are *Jay's Treaty* (1923) and *Pinckney's Treaty* whose outstanding merit won for Dr. Bemis the Pulitzer prize in the field of letters in 1926. His latest works which have been enthusiastically praised are *The Diplomacy of the American Revolution* and *A Diplomatic History of the United States*. He has also edited and written in part the monumental ten-volume series entitled *The American Secretaries of State and Their Diplomacy*.

In recognition of Dr. Bemis' eminent career as a teacher, lecturer, and distinguished scholar, I have the honor to recommend that the degree of Doctor of Humane Letters be conferred upon him.

## STATEMENT BY PRESIDENT WALLACE W. ATWOOD

Samuel Flagg Bemis—It is a pleasure to welcome you on this occasion of the Fiftieth Anniversary of the founding of your Alma Mater, and on behalf of the University Senate and the Board of Trustees to recognize publicly our pride in your scholarly accomplishments by conferring upon you the honorary degree of Doctor of Humane Letters and thus to strengthen your bonds with the Alumni Association of this University.

INTRODUCTORY STATEMENT BY  
DR. PHILIP H. CHURCHMAN

Mr. President:

It is my rare privilege to present for the honorary degree of Doctor of Letters in this University Samuel Paul Capen, Chancellor of the University of Buffalo and an original Clark man. Dr. Capen came to Worcester in 1902 as one of that group of ardent young teachers who launched the undergraduate division of Clark University. Here he remained until 1914 as Chairman of the Modern Language Departments and Lecturer in Education. He was from the beginning an outstanding member of the faculty, an inspiring instructor, and a valued counselor—a deservedly popular friend of faculty, alumni, and students, whose popularity was based, not upon a soft incapacity to be severe, but upon courtesy and sympathy in all his intercourse with others, coupled with unswerving forthrightness and a temperate and just intolerance of incompetency.

From Clark, Professor Capen went to Washington as Specialist in Higher Education, and later as Director of the American Council on Education. Then, in 1922, he became Chancellor of the University of Buffalo, which post he still fills with distinction and success.

We thus seek to renew old friendships by this public recognition of outstanding service in education.

## STATEMENT BY PRESIDENT WALLACE W. ATWOOD

Samuel Paul Capen—For helping to establish the high intellectual standards of our College, for scholarship in the field of letters, and for your notable contribution to education as Director of the American Council of Education and as Chancellor of the University of Buffalo, I hereby confer upon you, on behalf of the University Senate and the Board of Trustees, the degree of Doctor of Letters, *honoris causa*. And I hand to you this diploma which signifies that you are held in high esteem by the officers of this institution.

INTRODUCTORY STATEMENT BY  
DR. GEORGE H. BLAKESLEE

Mr. President:

I have the honor to present Tyler Dennett.

A Bachelor of Arts of Williams College, a Doctor of Philosophy of Johns Hopkins University, he served the Federal Government for several years as Chief of the Division of Publications and later as Historical Adviser in the Department of State. He resigned this position to become Professor of International Relations in the School of Public Affairs of Princeton University. Three years ago he was elected President of Williams College, his Alma Mater.

A historian of outstanding reputation, he devoted himself for some time to the relations between the United States and the lands of the Pacific and the Far East. After contributing two volumes to the bibliography of this field—*Americans in Eastern Asia* and *Roosevelt and the Russo-Japanese War*—he wrote the notable biography of John Hay, a work in which the research of the scholar is presented with the charm of the literary master.

As an administrator, he is an innovator as to methods but a conserver of the fundamental ideals of the American College.

For distinction in a many-sided career, I recommend that there be conferred upon him the degree of Doctor of Laws.

## STATEMENT BY PRESIDENT WALLACE W. ATWOOD

Tyler Dennett—Eminent in scholarship, in service to this nation, and as an educator, I take great pleasure in conferring upon you, on behalf of this University, the honorary degree of Doctor of Laws and in welcoming you into the Alumni Association of this institution.

INTRODUCTORY STATEMENT BY  
DR. HUDSON HOAGLAND

Mr. President:

It is indeed an honor and privilege for me to present Professor Donaldson for the degree of Doctor of Science. Dr. Donaldson is internationally eminent as a student of the nervous system, and we at Clark are proud to recall that he was here as Assistant Professor of Neurology from 1889 to 1892 before being called to the University of Chicago as Professor of Neurology and subsequent Dean of its Ogden Scientific School, where he did much to develop the scientific eminence of the University of Chicago. Associated with Dr. Donaldson at Clark as students or colleagues were a number of unusually able biologists. There was E. O. Jordan, the bacteriologist; William Morton Wheeler, the entomologist and philosopher; Jacques Loeb, the general physiologist; C. O. Whitman, the zoölogist; and Frank Lillie, the embryologist. Each of these men has attained international prominence in his field. It is safe to say that probably never in one laboratory has there been assembled so able a group of biologists.

Dr. Donaldson is now Professor of Neurology at the Wistar Institute of Anatomy and Biology and is President of the American Neurological Association. He has already been honored by several academic degrees for his researches and is a member of many learned, professional, and honorary societies. Dr. Donaldson's extensive contributions to the understanding of the morphological, chemical, and histological organization of the nervous system have been of the utmost value. His studies of the nervous system of the rat and frog have greatly advanced our

fundamental knowledge of neurology. He was also a pioneer in the investigation of postnatal development of the nervous system, now a field of great importance.

Since his years at Clark, the Biology Department has had an almost continuous interest in nerve work. For example, between 1914 and 1920, Ralph Lillie performed here his now classical researches in protoplasmic excitability and nerve impulse conduction. The researches of several of us in the Biology Department at the present time are in the field of neurophysiology. It is, therefore, with warm personal appreciation that I present Professor Henry Herbert Donaldson for the honorary degree of Doctor of Science.

#### STATEMENT BY PRESIDENT WALLACE W. ATWOOD

Henry Herbert Donaldson—You are the only one here today who was present when the doors of this University were first opened to students and who was a member of the first faculty of this institution. We had hoped to have Dr. Jordan and Dr. Wheeler here, but in each case recent death has made that impossible. We had hoped to have here your dear friend, Dr. Louis N. Wilson, who served this University for forty years and longer than any other person, but his health is not such that he can be with us today. We welcome you back to Clark and express publicly our appreciation of your services at this University and your eminence in scientific research. It is a great pleasure to confer upon you, on behalf of the University Senate and the Board of Trustees, the degree of Doctor of Science, *honoris causa*.

INTRODUCTORY STATEMENT BY  
DR. SAMUEL VAN VALKENBURG

Mr. President:

It is certainly a great pleasure and honor to introduce to you Stephen Duggan. His numerous achievements in the field of education and international relations are so outstanding and well known that it would be entirely unnecessary for me to name them on this occasion. Many countries have given him high honors. Several universities have conferred honorary degrees upon him. Nevertheless, there is a special reason why Clark University should honor this great scholar. Under your leadership, Mr. President, we have tried through careful study of the many problems of the world to come to a better understanding and coöperation.

Stephen Duggan, following in the footsteps of his great teacher, John Bassett Moore, has been and still is the outstanding leader in that field. Logical and clear in his interpretation, he has given the strength of his wisdom to bridge the chasms dividing the peoples of the world. It is also through his effort as Director of the Institute of International Education that one of the most efficient weapons to attack prejudices between nations, namely the exchange of students, has developed to such an extent that every year many young men crossing the ocean act as ambassadors of good will and better understanding. Here at Clark, students from overseas, brought by his efforts, have added greatly to the cultural and intellectual life of the university. Mr. President, I therefore recommend that the honorary degree of Doctor of Laws be conferred upon him.

## STATEMENT BY PRESIDENT WALLACE W. ATWOOD

Stephen Duggan—We have had many associations with you but as yet we have never adequately expressed our high admiration of the efficient work which you are doing to help bring about a better understanding among the different peoples inhabiting this planet. It is a special pleasure that at this time we may confer upon you the honorary degree of Doctor of Laws, and give assurance that we wish to coöperate with you in every way possible.

INTRODUCTORY STATEMENT BY  
DEAN HOMER P. LITTLE

Mr. President:

At this fiftieth anniversary of the founding of Clark University it is appropriate that the institution should have as its guest a man who received his doctorate here in the earlier days.

Born in Braintree, Vermont, graduate of Williams College, Master of Arts from Harvard, and Doctor of Philosophy from Clark, Frederick Carlos Ferry has throughout his career pursued the life of a scholar. Following the receipt of his doctorate at Clark, and further study at the Universities of Christiania, Berlin, Leipzig, and Goettingen, Dr. Ferry returned in 1899 to Williams, his first Alma Mater. There he remained as Professor of Mathematics and Dean until 1917. In that year he was called to the presidency of Hamilton College, an office he has continued to hold for twenty years.

During his busy life Dr. Ferry has found time to advance both of his chosen fields. His researches in geometry have been published in this country and abroad. His contributions to the problems of education have been recognized by both secondary schools and colleges. Among the many honors bestowed at intervals for his distinguished services in these fields are membership in the National Conference Committee on Standards of Colleges and Secondary Schools, the presidency of the Association of Colleges and Secondary Schools of the Middle States and Maryland, the presidency of The Association of Colleges and Universities of the State of New York, and the presidency of the Association of

American Colleges. In meeting these responsibilities, Dr. Ferry has retained throughout the high personal regard of those with whom he worked.

Mr. President, I have the honor to present, for the honorary degree of Doctor of Science, Frederick Carlos Ferry.

#### STATEMENT BY PRESIDENT WALLACE W. ATWOOD

Frederick Carlos Ferry of the Class of 1898—It is a great pleasure to all of us at Clark to welcome you on this campus today. You represent the Ph.D. group in our Alumni Association. We have long wanted to express our appreciation of your scholarship in that most exact of sciences, mathematics, and for your services as an educator and an administrator. On behalf of the University Senate and the Board of Trustees, I now confer upon you the degree of Doctor of Science, *honoris causa*, and I hand to you this diploma with the affectionate regard of this University group.

INTRODUCTORY STATEMENT BY  
DR. LORING H. DODD

Mr. President:

It is a pleasant thing to note in the second issue of the University catalog for the academic year 1890-91 the name of Homer Gage as honorary scholar pursuing special investigations in biology. This makes him in a very real sense and, very happily for us we think, one of ourselves.

In the nearly half century since, Doctor Gage has been amazingly active in the fields of medicine, of business, of education and an inclusive public welfare. By his preëminent skill as surgeon he has relieved suffering and prolonged life. For many years he has been the wise administrator of one of our nation's basic industries. Overseer of Harvard University he has given generously of both time and money to other educational institutions within the city and without. During the World War he made the great camp at Devens notable for the hospital corps he so effectually organized there, and since, with Mrs. Gage, he has again given unsparingly of personal effort and fortune in helping stricken France to her feet. Fittingly he wears the Cross of Commander of the Legion of Honor. Fittingly, that the University may pay tribute to his lifelong exemplary civic interest and his outstanding civic accomplishment, I present Dr. Gage to you, President Atwood, for the Degree of Doctor of Laws.

## STATEMENT BY PRESIDENT WALLACE W. ATWOOD

Homer Gage—For your scholarship which this University wishes particularly to recognize, and also for your services in relieving human suffering and for your nobility in citizenship, I confer upon you, on behalf of the University Senate and the Board of Trustees of this institution, the degree of Doctor of Laws, *honoris causa*, and declare that you are entitled to all the rights and privileges pertaining thereto.







# Clark University Bulletin

Catalogue Number



Worcester, Massachusetts

XXX January, 1938



Received from printer  
5/18/38

# Clark University Bulletin

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NUMBER 137

JANUARY, 1938

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## CATALOGUE NUMBER

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*The Catalogue is a record for the current academic year, 1937-38. Such announcements for the year 1938-39 as can be made at the time of publication are included.*

The Bulletin is published in January, March, May, October, and December

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Entered as second-class matter, December 29, 1920, at the Post Office at Worcester, Mass., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized January 24, 1921.

## HISTORICAL NOTE

Clark University owes its existence to the interest in higher education of Jonas Gilman Clark, who was born at Hubbardston, Worcester County, Massachusetts, February 1, 1815. Conscious of the meagerness of his own early educational opportunities, he devoted his later years to the establishment and nurture of the institution which bears his name. In this he was ably assisted by his wife, Susan W. Clark, and by prominent citizens of Worcester. Mr. Clark died at Worcester on May 23, 1900.

The charter of the University was granted by the General Court of Massachusetts in 1887. The Graduate Division, with Granville Stanley Hall as president, received its first students in 1889. Special provision was made in Mr. Clark's will for the establishment of an Undergraduate Division with its own president but under the same general control as the Graduate Division. Carroll Davidson Wright was chosen president of the Undergraduate Division and students were first received in October, 1902. After the death of President Wright in 1909, Edmund Clark Sanford, then Professor of Psychology in the Graduate Division, was chosen as President of the college.

In June, 1920, Presidents Hall and Sanford resigned and Wallace Walter Atwood was elected to the presidency of both the Graduate and the Undergraduate Divisions of the University.

During the academic year 1920-21 the two faculties continued their separate organizations while plans for unification were being worked out. These plans, approved by the Board of Trustees, went into effect in 1921-22 and provided for the fusion of the two faculties into a single body.

With the election of President Atwood, provision was made for the establishment of a Graduate School of Geography, and work in that school was begun in the fall of 1921.

A Summer School with a six weeks' session has been conducted each year, beginning in 1921.

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# CALENDAR

The academic year begins on the Monday before the fourth Thursday in September, and ends on Commencement Day, the thirty-eighth Monday (the first or second Monday in June).

The first semester ends on the Saturday before the twentieth Monday and the second semester begins on the twentieth Monday of the academic year.

## 1937

|                   |   |
|-------------------|---|
| Sept. 17-18       | Freshman induction days.                      |
| Sept. 20 Monday   | Beginning of academic year. Registration day. |
| Nov. 24 Wednesday | Beginning of Thanksgiving recess at 6 P. M.   |
| Nov. 29 Monday    | End of Thanksgiving recess at 8 A. M.         |
| Dec. 18 Saturday  | Beginning of Christmas recess at 1 P. M.      |

## 1938

|  |  |
|--|--|
| Jan. 3 Monday                                | End of Christmas recess at 8 A. M.   |
| Jan. 10-12                                   | Registration days for second semester.   |
| Jan. 17 Monday                               | Beginning of semester examination period.  |
| Jan. 29 Saturday                             | End of first semester.   |
|  | Last day for receiving applications for undergraduate scholarships for the second semester.                    |
| Jan. 31 Monday                               | Beginning of second semester.  |
| Feb. 1 Tuesday                               | Founder's Day. Not a holiday.  |
| Feb. 5 Saturday                              | Last day for changes in undergraduate programs.  |
|  | Last day for receiving applications for admission to candidacy for the degree of Master of Arts in June, 1938. |
| Feb. 10 Thursday                             | Last day for payment of term bills.  |
| Feb. 22 Tuesday                              | Washington's Birthday. A holiday.  |
| Feb. 28 Monday                               | Last day for receiving applications for graduate scholarships and fellowships for 1938-39.                     |
| Mar. 26 Saturday                             | Mid-semester reports.  |
| Apr. 2 Saturday                              | Beginning of spring recess at 1 P. M.  |
| Apr. 11 Monday                               | End of spring recess at 8 A. M.  |
| May 23 Monday                                | Beginning of semester examination period.  |
| May 30 Monday                                | Memorial Day. A holiday.   |
| June 2 Thursday                              | Last day of semester examinations.   |
| June 3 Friday                                | Dissertations and theses for the Ph.D. and M.A. degrees.   |
| June 4 <del>Monday</del> <sup>Saturday</sup> | are due at the office of the Recorder at 9 A. M.   |
| June 5 <del>Tuesday</del>                    | Commencement Day.  |
| July 5 Tuesday                               | Summer School opens. Registration day.   |
| July 9 Saturday                              | Last day for payment of Summer School tuition.   |
| Aug. 12 Friday                               | Summer School closes.  |
|  | Final Assembly of the Summer School at 8 P. M.   |
|  | Conferring of degrees.   |
| Sept. 16-17                                  | Freshman induction days.   |
| Sept. 17 Saturday                            | Registration day for Freshmen.   |

|           |           |  |
|-----------|-----------|--|
| Sept. 19  | Monday    | Registration day for all other students. Beginning of academic year.   |
| Sept. 26  | Monday    | Last day for changes in undergraduate programs.  |
| Sept. 29  | Thursday  | Last day for payment of term bills.  |
| Oct. 12   | Wednesday | Columbus Day. Not a holiday.   |
| Oct. 31   | Monday    | Last day for receiving applications for admission to candidacy for the degree of Doctor of Philosophy in June, 1939. |
| Nov. 11   | Friday    | Armistice Day. Not a holiday.  |
| Nov. 19   | Saturday  | Mid-semester reports.  |
| Nov. 23   | Wednesday | Beginning of Thanksgiving recess at 6 P. M.  |
| Nov. 28   | Monday    | End of Thanksgiving recess at 8 A. M.  |
| Dec. 17   | Saturday  | Beginning of Christmas recess at 1 P. M.   |
| 1939      |           |  |
| Jan. 3    | Tuesday   | End of Christmas recess at 8 A. M.   |
| Jan. 9-11 |           | Registration days for second semester.   |
| Jan. 16   | Monday    | Beginning of semester examination period.  |
| Jan. 28   | Saturday  | End of first semester.   |
|           |           | Last day for receiving applications for undergraduate scholarships for the second semester.                          |
| Jan. 30   | Monday    | Beginning of second semester.  |
| Feb. 1    | Wednesday | Founder's Day. Not a holiday.  |
| Feb. 4    | Saturday  | Last day for changes in undergraduate programs.  |
|           |           | Last day for receiving applications for admission to candidacy for the degree of Master of Arts in June, 1939.       |
| Feb. 9    | Thursday  | Last day for payment of term bills.  |
| Feb. 22   | Wednesday | Washington's Birthday. A holiday.  |
| Feb. 28   | Tuesday   | Last day for receiving applications for graduate scholarships and fellowships for 1939-40.                           |
| Mar. 25   | Saturday  | Mid-semester reports.  |
| Apr. 1    | Saturday  | Beginning of spring recess at 1 P. M.  |
| Apr. 10   | Monday    | End of spring recess at 8 A. M.  |
| May 22    | Monday    | Beginning of semester examination period.  |
| May 30    | Tuesday   | Memorial Day. A holiday.   |
| June 1    | Thursday  | Last day of semester examinations.   |
| June 2    | Friday    | Dissertations and theses for the Ph.D. and M.A. degrees. are due at the office of the Recorder at 9 A. M.            |
| June 5    | Monday    | Commencement Day.  |

## BOARD OF TRUSTEES

|   |                        |
|---|------------------------|
| HERBERT PARKER (1907), President            | South Lancaster, Mass. |
| *ARTHUR P. RUGG (1910)                      | Worcester, Mass.       |
| CHARLES H. THURBER (1913)                   | Boston, Mass.          |
| GEORGE H. MIRICK (1920), Treasurer          | Worcester, Mass.       |
| FREDERIC B. WASHBURN (1925)                 | Worcester, Mass.       |
| ALEXANDER H. BULLOCK (1926), Vice President | Worcester, Mass.       |
| LEON E. FELTON (1930) Secretary             | Worcester, Mass.       |
| FRANCIS H. DEWEY, JR. (1934)                | Worcester, Mass.       |
| ROBERT H. LOOMIS (1936)                     | Boston, Mass.          |

Final authority in all matters pertaining to the University is lodged in the Board of Trustees by charter granted by the General Court of the Commonwealth of Massachusetts.

## ADMINISTRATIVE OFFICERS

|   |                   |
|---|-------------------|
| President of the University and Director of<br>the Graduate School of Geography | W. W. ATWOOD, SR. |
| Acting Librarian  | EDITH M. BAKER    |
| Dean of the College   | H. P. LITTLE      |
| Director of the Summer School   | R. S. ILLINGWORTH |
| Director of Extension Courses   | P. H. CHURCHMAN   |
| Recorder  | LYDIA P. COLBY    |
| Bursar  | FLORENCE CHANDLER |

\* *Died June 12, 1938*

# UNIVERSITY STAFF

## THE UNIVERSITY FACULTY

(Listed in order of academic seniority within each rank.)

- WALLACE WALTER ATWOOD, PH.D. 160 Woodland St.  
President, Professor of Physical and Regional Geography, and Director of the  
Graduate School of Geography, since 1920.  
B.S., University of Chicago, 1897; Ph.D., 1903.
- HOMER PAYSON LITTLE, PH.D. 156 Woodland St.  
Dean of the College and Professor of Geology since 1922.  
A.B., Williams College, 1906; Ph.D., Johns Hopkins University, 1910.
- \*LOUIS N. WILSON, LITT.D.  
Librarian 1889-1929. Librarian Emeritus.
- WILLIAM HENRY BURNHAM, PH.D. <sup>28 Chestnut St.</sup>  
~~Bancroft Hotel~~  
Professor of Education and School Hygiene, 1906-26. Professor Emeritus.
- WILLIAM HOMER WARREN, PH.D.  
Professor of Organic Chemistry, 1925-1937. Professor Emeritus.
- DOUGLAS CLAY RIDGLEY, PH.D.  
Professor of Geography in Education, 1927-1937. Professor Emeritus.
- BENJAMIN SHORES MERIGOLD, PH.D. 17 Charlotte St.  
Professor of Chemistry and Director of the Chemical Laboratories.  
A.B., Harvard University, 1896; A.M., 1897; Ph.D., 1901. Assistant Professor,  
1903-08; Professor since 1908.
- GEORGE HUBBARD BLAKESLEE, PH.D., L.H.D., LL.D.  
Professor of History and International Relations. 21 Downing St.  
A.B., Wesleyan University, 1893; L.H.D., 1923; A.M., Harvard University 1900;  
Ph.D., 1903; L.H.D., Williams College, 1930; LL.D., Brown University, 1936;  
Instructor, 1903-4; Assistant Professor, 1904-09; Professor since 1909.
- PHILIP HUDSON CHURCHMAN, PH.D. 20 Institute Rd.  
Professor of Romance Languages and Director of Extension Courses.  
A.B., Princeton University, 1896; A.M., 1903; Ph.D., Harvard University, 1908.  
Assistant Professor, 1908-11; Professor since 1911.
- HAVEN DARLING BRACKETT, PH.D. 114 Woodland St.  
Professor of Greek and Latin.  
A.B., Amherst College, 1898; Ph.D., Harvard University, 1904. Instructor, 1904-  
06; Assistant Professor, 1906-12; Professor since 1912.

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\*Died September 12, 1937.

- LEROY ALLSTON AMES, A.M.** 166 Woodland St.  
 Professor of English Literature.  
 A.B., Harvard University, 1896; A.M., 1901. Instructor, 1908-10; Assistant Professor, 1910-15; Professor since 1915.
- LORING HOLMES DODD, Ph.D.** 88 Sagamore Rd.  
 Professor of Rhetoric. Curator of Art.  
 A.B., Dartmouth College, 1900; A.M., Columbia University, 1901; Ph.D., Yale University, 1907. Instructor, 1910-13; Assistant Professor, 1913-16; Associate Professor, 1916-20; Professor since 1920.
- \*ROBERT HUTCHINS GODDARD, Ph.D.**  
 Professor of Physics and Director of the Physical Laboratories.  
 B.S., Worcester Polytechnic Institute, 1908; A.M., Clark University, 1910; Ph.D., 1911. Instructor, 1914-15; Assistant Professor, 1915-19; Associate Professor, 1919-20; Professor since 1920.
- SAMUEL J. BRANDENBURG, Ph.D.** 173 Woodland St.  
 Professor of Economics and Sociology since 1923.  
 A.B., Miami University, 1904; Ph.M., University of Chicago, 1909; Ph.D., University of Wisconsin, 1922.
- CLARENCE FIELDEN JONES, Ph.D.** 193 Lovell St.  
 Professor of Economic Geography.  
 B.S., University of Chicago, 1917; Ph.D., 1923. Assistant Professor, 1923-26; Associate Professor, 1926-28; Professor since 1928.
- WALTER ELMER EKBLAW, Ph.D.** Wheeler Ave., N. Grafton, Mass.  
 Professor of Geography.  
 A.B., University of Illinois, 1910; A.M., 1912; Ph.D., Clark University, 1926. Associate Professor, 1926-28; Professor since 1928.
- HUDSON HOAGLAND, Ph.D.** 150 Woodland St.  
 Professor of Physiology and Director of the Biological Laboratories since 1931.  
 A.B., Columbia University, 1921; M.S., Massachusetts Institute of Technology, 1924; Ph.D., Harvard University, 1927.
- SAMUEL VAN VALKENBURG, Ph.D.** 119 South Flagg St.  
 Professor of Climatology and Regional Geography.  
 Ph.D., University of Zurich, 1918. Special Lecturer in Geography, second semester, 1926-27; Assistant Professor, 1927-29; Associate Professor 1932-1937; Professor since 1937 (February).
- JESSE LUNT BULLOCK, Ph.D.** 35 Downing St.  
 Professor of Chemistry.  
 A.B., Harvard University, 1914; A.M., 1928; Ph.D., 1932. Assistant Professor, 1926-32; Associate Professor 1932-1937; Professor since 1937 (February).
- †JAMES ACKLEY MAXWELL, Ph.D.** 11 Downing St.  
 Professor of Economics.  
 A.B., Dalhousie University, 1921; A.M., Harvard University, 1923; Ph.D., 1927 (Feb.). Instructor, 1924-26; Assistant Professor, 1926-28; Associate Professor, 1928-37; Professor since 1937 (February).

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\*Absent on leave, 1937-38.

†Absent on leave, March 10 to September, 1938.

- CAREY EYSTER MELVILLE, A.B.** 16 Isabella St.  
Associate Professor of Mathematics.  
A.B., Northwestern University, 1901. Assistant in Mathematics, 1906-09; Instructor, 1909-11; Assistant Professor, 1911-14; Associate Professor since 1918. Registrar, 1914-32.
- \*\*VERNON JONES, Ph.D.**  
Associate Professor of Educational Psychology since 1926.  
A.B., and A.M., University of Virginia, 1920; A.M., Columbia University, 1924; Ph.D., 1926.
- \*\*ARTHUR FLETCHER LUCAS, Ph.D.** 78 Downing St.  
Associate Professor of Economics and Sociology.  
A.B., Bates College, 1920; A.M., Princeton University, 1923; Ph.D., 1925. Assistant Professor, 1926-29; Associate Professor since 1929.
- \*\*DWIGHT ERWIN LEE, Ph.D.** 8 Shepard St.  
Associate Professor of Modern European History.  
A.B., University of Rochester, 1921; A.M., 1922; Ph.D., Harvard University, 1928 (Feb.). Assistant Professor, 1927-30; Associate Professor since 1930.
- PERCY MARTIN ROOPE, Ph.D.** 2 Lovell Drive  
Associate Professor of Physics.  
A.B., Clark University, 1920; A.M., 1924; Ph.D., 1927. Instructor, 1921-27; Assistant Professor, 1927-31; Associate Professor since 1931.
- \*\*HENRY DONALDSON JORDAN, Ph.D.** 171 Woodland St.  
Associate Professor of English History since 1931.  
A.B., Harvard University, 1918; A.M., 1922; Ph.D., 1925.
- \*\*ROBERT STANLEY ILLINGWORTH, A.M., Ed.M.** 209 Lovell St.  
Associate Professor of English since 1931. Director of the Summer School.  
A.B., Clark University, 1917; A.M., Lafayette College, 1926; Ed.M., Harvard University, 1933.
- HEINRICH MORANT BOSSHARD, Ph.D.** 952 Main St., Leicester, Mass.  
Associate Professor of German.  
Ph.D., University of Zürich, 1919; M. Ed., Harvard University, 1921. Assistant Professor, 1927-32; Associate Professor since 1932.
- \*\*DAVID POTTER, Ph.D.** 974 Main St.  
Associate Professor of Biology.  
B.Sc., Massachusetts Agricultural College, 1916; M.Sc., 1923; Ph.D., Harvard University, 1931. Instructor, 1924-27; Assistant Professor, 1927-33; Associate Professor since 1933.
- WAYNE DENNIS, Ph.D.** 48 Downing St.  
Associate Professor of Social and Child Psychology, beginning September, 1937. Visiting Professor from the University of Virginia, 1937-38. A.B., Marietta College, 1926; A.M., Clark University, 1928; Ph.D., 1930.
- DAVID MITCHELL DOUGHERTY, Ph.D.** 5 Columbine Rd.  
Assistant Professor of Romance Languages since 1931.  
A.B., University of Delaware, 1925; A.M., Harvard University, 1927; Ph.D., 1932.

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**\*\*Professor, beginning February, 1938.**

- WALLACE WALTER ATWOOD, JR., PH.D. 88 Morningside Rd.  
Assistant Professor of Physiography and Regional Geography since 1932  
(February). B.S., University of Chicago, 1926; A.M., Clark University, 1927;  
Ph.D., 1930.
- HAROLD S. JANTZ, PH.D. 1 Woodbine St.  
Assistant Professor of German since 1934.  
A.B., Oberlin College, 1929; A.M., University of Wisconsin, 1930; Ph.D., 1933.
- †C. LADD PROSSER, PH.D. 53 Maywood St.  
Assistant Professor of Physiology since 1935.  
A.B., University of Rochester, 1929; Ph.D., Johns Hopkins University, 1932.
- THEODORE JORGENSEN, JR., PH.D. 36 Richards St.  
Assistant Professor of Physics since 1936.  
A.B., University of Nebraska, 1928; A.M., 1930; Ph. D., Harvard University,  
1935.
- ROBERT H. BROWN, PH.D. 2 Kingsbury St.  
Assistant Professor of Psychology and Philosophy since 1937.  
A.B., Wesleyan University, 1932; A.M., Clark University, 1933; Ph.D., 1935.
- \*CHARLES M. POMERAT, PH.D.  
Assistant Professor of Biology.  
A.B., Clark University, 1932; A.M., Harvard University, 1934; Ph.D., 1937.  
Assistant in Biology, 1929-33; Instructor 1933-1937; Assistant Professor since  
1937 (February).
- DUNCAN PECK MACDOUGALL, PH.D. 106 Woodland St.  
Assistant Professor of Chemistry since 1937.  
A.B., Pomona College, 1929; Ph.D., Univ. of California, 1933.
- FREDERICK EUGENE MELDER, PH.D. 7 West Oberlin St.  
Assistant Professor of Economics and Sociology since 1937.  
B.B.A., University of Washington, 1926; M.A., 1931; Ph.D., University of Wis-  
consin, 1936.
- JOHN S. BRUBACHER, PH.D.  
Visiting Professor (part time) of Education since 1936.  
Associate Professor of Education, Yale University.
- H. EARLE JOHNSON, MUS.M. 18 Downing St.  
Instructor in Music since 1936, and Director of the Musical Organizations.  
Mus.B., Boston University, 1932; Mus.B., Yale University, 1933; Mus.M., 1934.
- ANDREW HOOVER, A.B. 144 Woodland St.  
Instructor in English since 1936. Proctor at Estabrook Hall.  
A.B., University of Kentucky, 1932.

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†Associate Professor, beginning February, 1938.

\*Absent on leave, 1937-38.

KENDALL WILSON FOSTER, PH.D.

Instructor in Biology since 1937.

B.S., Tufts College, 1922; A.M., Harvard University, 1935; Ph.D., 1936.

GUY A. LEE, A.M.

Instructor in History since 1937.

A.B., Wabash College, 1932; A.M., Harvard University, 1934.

### OTHER MEMBERS OF THE STAFF

MORTON RUBIN

Research associate in Biology.

Shrewsbury, Mass.

GUY H. BURNHAM, A.M.

Cartographer, Graduate School of Geography.

19 Woodman Rd.

ERNEST RAYMOND WHITMAN

Director of Physical Education.

48 Downing St.

MICHAEL B. FOX, M.D.

Medical Director.

390 Main St.

FLORENCE CHANDLER

Bursar.

18 Downing St.

LYDIA P. COLBY

Recorder.

276 Highland St.

JOHN W. BOARDMAN

Superintendent of Buildings and Grounds.

15 Shirley St.

### TUTOR IN THE DEPARTMENT OF GERMAN

WOODROW C. LODDING, A.B.

### ASSISTANT IN ENGLISH

PAUL F. MARBLE, A.M.

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### STUDENT ASSISTANTS

#### *Biology*

ROCHELEAU Z. GRANGER, JR.

ZAREH HADIDIAN, M.S.

JULIAN L. SAGALYN, A.B.

*Chemistry*

FRANCIS H. BRATTON, B.S.  
T. LLOYD FLETCHER, A.B.

ALBERT P. GIRAITIS, A.M.  
JOHN P. GOULDING, A.M.

*Economics and Sociology*

EMIL H. GRODBERG, A.M.

MERLE W. HAMMOND, A.B.

*Geology*

REGINALD G. ILLINGWORTH, B.ED.

*History and International Relations*

HOWARD W. CROCKER, A.M.

WILLIAM M. KEENLYSIDE, A.M.

WILLIAM MCALEER, A.B.

*Physics*

RODNEY E. NELSON

# GOVERNING BOARDS AND COMMITTEES

## THE UNIVERSITY FACULTY

The Faculty consists of the President, the Librarian, and all members of the staff giving regular courses of instruction. It has immediate supervision over the general educational work of the University and is responsible for the nomination to the Board of Trustees of candidates for baccalaureate degrees and for honorary degrees.

Secretary of the Faculty, Benjamin S. Merigold.

## THE UNIVERSITY SENATE

An advisory board appointed by the President

George H. Blakeslee  
Samuel J. Brandenburg  
Philip H. Churchman  
Loring H. Dodd  
Hudson Hoagland

Robert S. Illingworth  
Clarence F. Jones  
Vernon Jones  
Homer P. Little

## THE GRADUATE BOARD

The Graduate Board consists of the President and representatives of the departments offering advanced graduate instruction. It has general control of the work of the Graduate Division of the University and is responsible for the nomination to the Board of Trustees of candidates for the degrees of Master of Arts and of Doctor of Philosophy.

President Wallace W. Atwood, *ex officio*

George H. Blakeslee  
Samuel J. Brandenburg  
Wayne Dennis  
W. Elmer Ekblaw  
Robert H. Goddard  
Hudson Hoagland  
Clarence F. Jones

Vernon Jones  
Dwight E. Lee  
Arthur F. Lucas  
James A. Maxwell  
Benjamin S. Merigold  
Samuel Van Valkenburg

H. Donaldson Jordan, *Secretary*

*Alternates*

Percy M. Roope

C. Ladd Prosser

## THE COLLEGE BOARD

The College Board consists of the President, the Dean of the College, and six members of the Faculty, appointed by the President. It has immediate supervision over the work of the Undergraduate Division, subject to the control of the Faculty, and recommends to the Faculty candidates for the degree of Bachelor of Arts.

President Wallace W. Atwood }  
 College Dean Homer P. Little } *ex officio*

David M. Dougherty

Percy M. Roope

Andrew Hoover

Samuel Van Valkenburg

David Potter

Carey E. Melville, *Secretary*

## THE COMMITTEE ON EXTENSION COURSES AND SPECIAL STUDENTS

The Committee exercises general supervision over "courses of college grade for adults" and over special students including candidates for the degree of Bachelor of Education, and recommends to the Faculty candidates for this degree.

President Wallace W. Atwood, *ex officio*Philip H. Churchman, *Chairman*Samuel J. Brandenburg, *Secretary*

H. Earle Johnson

H. M. Bosshard

Homer P. Little

The Director of the Summer School, *ex officio*

## THE COMMITTEE ON THE SUMMER SCHOOL

President Wallace W. Atwood, *ex officio*

Director of the Summer School, Robert S. Illingworth

George H. Blakeslee

S. Van Valkenburg

Samuel J. Brandenburg

## THE COMMITTEE ON PERSONNEL AND ORGANIZATION

Elected annually to advise the President regarding the personnel and the organization of departments.

George H. Blakeslee

Homer P. Little

Samuel J. Brandenburg

Carey E. Melville

H. Donaldson Jordan

## THE COMMITTEE ON CURRICULUM

President Wallace W. Atwood } *ex officio*  
 Dean Homer P. Little }

Philip H. Churchman, *Chairman*

Leroy A. Ames

Loring H. Dodd

Vernon Jones

Dwight E. Lee

Samuel J. Brandenburg

STANDING COMMITTEES OF THE  
GRADUATE BOARD

The President of the University is, *ex officio*, a member of all committees of the Graduate Board.

## THE COMMITTEE ON CREDENTIALS

The committee passes upon applications for admission to the graduate division and makes recommendations to the Graduate Board in respect to fellowships and scholarships and candidacy for graduate degrees.

Clarence F. Jones, *Chairman-Secretary*

George H. Blakeslee

Samuel J. Brandenburg

Vernon Jones

Benjamin S. Merigold

## THE COMMITTEE ON PROFICIENCY IN FOREIGN LANGUAGES

The committee examines candidates for the degree of Doctor of Philosophy for proficiency in foreign languages.

Philip H. Churchman, Professor of Romance Languages

Heinrich M. Bosshard, Associate Professor of German

A representative of the student's major department.

STANDING COMMITTEES OF THE  
COLLEGE BOARD

The President of the University and the Dean of the College are, *ex officio*, members of all committees of the College Board.

## EXECUTIVE COMMITTEE

Carey E. Melville, *Secretary*

David Potter

## THE COMMITTEE ON ADMISSIONS

Samuel J. Brandenburg  
Robert S. Illingworth

Carey E. Melville  
Benjamin S. Merigold

## COMMITTEE ON DEPARTMENTAL HONORS

Vernon Jones, *Chairman*

Leroy A. Ames

H. Donaldson Jordan

Samuel J. Brandenburg

David Potter

David M. Dougherty

## THE COMMITTEE ON ATHLETICS

David Potter, *Chairman*

Arthur F. Lucas

Ernest R. Whitman

James A. Maxwell

## COMMITTEE ON STUDENT FINANCES

Guy H. Burnham, *Chairman*

James A. Maxwell

Ernest R. Whitman

## COMMITTEE ON SOCIAL AFFAIRS

Jesse L. Bullock, *Chairman*

Wallace W. Atwood, Jr.

H. Donaldson Jordan

## COMMITTEE ON FRATERNITIES

Dwight E. Lee, *Chairman*

W. Elmer Ekblaw

Arthur F. Lucas

## COMMITTEE ON PUBLICATIONS

Leroy A. Ames, *Chairman*

Heinrich M. Bosshard

Percy M. Roope

# THE UNIVERSITY

## THE LOCATION

Clark University is located in Worcester, Massachusetts, an industrial and educational center with a population of about two hundred thousand. It is approximately forty miles from Boston and from Providence, and two hundred miles from New York City.

## GROUNDS AND BUILDINGS

The university campus is a tract of eight acres bounded by Main, Woodland, Maywood, and Downing Streets, about a mile and a quarter from the City Hall. Here the principal buildings are located. Besides this tract, the institution owns the athletic grounds between Maywood and Beaver Streets, where the tennis courts are located, the athletic field at the corner of Park Avenue and Beaver Street, the land on the corner of Woodland and Charlotte Streets, where Estabrook Hall is located, the adjacent Fanning estate and other property opposite the campus on Woodland Street, and the Hadwen Arboretum on Lovell Street. The residences of the President and of the Dean of the College are on Woodland Street, opposite the campus.

## ORGANIZATION

The UNIVERSITY includes:

THE UNDERGRADUATE DIVISION offering to men a general college course leading to the degree of Bachelor of Arts.

THE GRADUATE DIVISION offering advanced instruction leading to the degrees of Master of Arts and of Doctor of Philosophy.

THE GRADUATE SCHOOL OF GEOGRAPHY offering special training leading to higher degrees in geography.

THE SUMMER SCHOOL offering both undergraduate and graduate instruction with special reference to candidates for the degrees of Bachelor of Education and Master of Arts.

THE EXTENSION DIVISION offering courses at the University in the late afternoon and on Saturday, with special reference to the needs of candidates for the degree of Bachelor of Education.

THE LIBRARY with its separate endowment, offering unusual opportunities for study and research.

THE CLARK UNIVERSITY PRESS is associated with the University under the direction of a Board of Governors appointed by the Trustees of the University. It is not a service department of the University, but a self-supporting enterprise engaged in the publication of scientific books and journals.

THE DEPARTMENTS at present offering courses of study are:

1. Ancient Languages and Literatures
2. Biology
3. Chemistry
4. Economics and Sociology
5. Education
6. English Language and Literature
7. Geography
8. Geology
9. German Language and Literature
10. History and International Relations
11. Physics and Mathematics
12. Psychology
13. Romance Languages and Literatures

Courses are also offered in the fields of Fine Arts and Music.

### THE ACADEMIC YEAR

The academic year begins on the Monday before the fourth Thursday in September, and ends on Commencement Day, the thirty-eighth Monday (the first or second Monday in June). The first semester ends on the Saturday before the twentieth Monday and the second semester begins on the twentieth Monday of the academic year. There are three recesses during the college year: Thanksgiving Day and the two days following; two weeks including Christmas and New Year's Day; and the first full week in April. University exercises are suspended also on Washington's Birthday, and Memorial Day.

The Summer School begins on a Monday near the first of July and continues in session for six weeks.

*Students are expected to be present on the first day of each term and to continue in attendance from day to day to the end of the term.*

### ADMISSION

Three classes of students are admitted:

1. Undergraduates. For requirements see announcement of the Undergraduate Division.
2. Graduate students. For requirements see announcement of the Graduate Division.

3. Special students. (a) Mature persons, not candidates for a degree, who wish to take advantage of the opportunities for study afforded by the University, and who give satisfactory evidence of adequate preparation for the work which they wish to undertake. (b) Candidates for the degree of Bachelor of Education. For requirements see announcement of the Bachelor of Education degree.

Requests for information and for application forms should be addressed to the OFFICE OF THE UNIVERSITY, 950 MAIN STREET, WORCESTER, MASSACHUSETTS.

## REGISTRATION

The first day of the academic year and of the summer session is devoted to the registration of programs of study. Registration for the second semester is required not later than the Wednesday before the beginning of final examinations in the first semester.

*Failure to register at the time designated is penalized, in the case of undergraduates, by a charge of one dollar for each day's delay up to a maximum of five dollars.*

## TUITION AND FEES

### TUITION

Tuition, undergraduate and graduate, is \$200 per year. In addition to the tuition the University collects from each undergraduate five dollars each semester for the support of "student activities," and five dollars each semester (beginning with the second semester, 1937-38) as a "gymnasium fee." Students, other than undergraduates, who enroll in fewer than four courses are charged at the rate of \$30 per course for a semester. A proportionate charge is made for fractional courses. Tuition is payable in two equal installments, due at the beginning of each semester. If the tuition is not paid within ten days after it is due the enrollment of the student lapses. A student whose enrollment has lapsed for non-payment of tuition may be re-enrolled, with the permission of the proper administrative officer on payment of the overdue tuition with an additional fee of \$2.

Tuition in the Summer School is \$20 for a single course, \$35 for two or three courses (a normal program), and \$45 for four courses. Tuition may be paid at any time before the opening of the Summer School, and must be paid by noon of the first Saturday of the term.

Tuition in extension courses (courses of college grade for adults) is \$8.00 for a course meeting one hour per week for one semester and \$15 for a course meeting two hours a week for one semester.

The following regulation was adopted by the Trustees at a meeting held March 28, 1931.

*"No refund of tuition and no release of obligation to pay tuition shall be made because of failure for any reason on the part of a student to complete the work of any semester after it is begun."*

#### MATRICULATION FEE

A matriculation fee of \$5.00 is required of all students formally enrolled in Clark University. This fee is paid but once, and permits a student to return in successive years, or after a period of absence, without further charge for matriculation.

Students who register for the Summer School pay the matriculation fee.

Persons enrolled as "auditors" are not required to matriculate.

*Official statements of record are issued by the Recorder of the University for matriculated students only.*

#### LABORATORY FEES AND DEPOSITS

Laboratory fees are charged at the rate of \$5.00 each semester for undergraduate laboratory courses.

A deposit of \$10 for each course, to cover breakage, is required of students taking undergraduate laboratory work in chemistry. The department notifies the Bursar at the end of the year of the total charges against the student for breakage, and any balance remaining is returned. If the deposit is not sufficient to cover the breakage charges, any excess is collected by the Bursar.

Graduate students taking undergraduate courses pay the same fees and deposits as undergraduates.

A deposit of \$25 is required of each graduate student in the Department of Chemistry, at the beginning of the year. Ordinary supplies and materials are charged to the student's account at cost. Any balance remaining is refunded at the end of the year.

Laboratory fees and deposits for breakage are due at the time of registration for the courses.

## PUBLICATION FEES

Publication fees, \$10 for the Master of Arts thesis and \$15 for the Doctor of Philosophy dissertation, are due when applications for admission to candidacy are filed.

## DIPLOMA FEES

Diploma fees are charged according to the following schedule: \$5.00, for the Bachelor of Arts or the Bachelor of Education diploma, due at the beginning of the second semester of the year in which the candidate expects to receive the degree.

\$10, for the Master of Arts diploma, due when application for admission to candidacy is filed.

\$25, for the Doctor of Philosophy diploma, due when application for admission to candidacy is filed.

## DINING HALL AND DORMITORY

Board at the Dining Hall is furnished at a reasonable rate which has varied from year to year. During the current year the charge is \$7.50 per week, with *no refunds for absences except in cases of protracted illness.*

*Undergraduates who do not live in their own homes are required to board at the Dining Hall.*

Estabrook Hall, the undergraduate dormitory completed in 1924, provides accommodations for about fifty students. Two students in a suite of two rooms are charged \$150 each; two in one room, \$115 each except on the mezzanine floor where the charge is \$135 for each student. Dormitory room rent is payable either in advance or one-fifth at the beginning of each semester and one-tenth on the first day of November, December, January, March, April and May. Each student is required to deposit \$25 before occupying a room. This deposit is returned, less a charge for lights and any charges for damages to the room or its furnishings, when the key to the room is surrendered to the Bursar.

*Freshmen not living in their own homes are required to room in Estabrook Hall.*

Rooms are assigned to freshmen in order of application, when the application is accompanied by the deposit of \$25. Students who indicate a desire to room together will be accommodated whenever possi-

ble. Rooms not required for freshmen may be rented by upper classmen or by graduate students.

The University has dormitory accommodations in the "Faculty House" for a small number of graduate students.

### OTHER EXPENSES

Students will find that the necessary expenses of living in Worcester are comparable with similar costs in any large city. The total is largely dependent upon the individual's habits and tastes.

Lodgings may be secured at a reasonable cost in private houses within convenient distance from the campus.

The cost of books varies with the programs of study. The University maintains a bookstore where textbooks and supplies may be procured.

### FELLOWSHIPS, SCHOLARSHIPS AND LOANS

Fellowships, scholarships and loans or other grants for graduate students are available as stated in the announcement of the Graduate Division.

Undergraduate scholarships and loans or other grants are available as stated in the announcement of the Undergraduate Division.

### HEALTH AND PHYSICAL TRAINING

The Medical Director, Doctor Michael B. Fox, exercises general supervision over matters of health and hygiene in the University. For undergraduates a thorough medical examination is required at the beginning and end of each year.

The Medical Director is available during the academic year for conferences and medical advice. It is intended that his services shall be primarily of a preventive nature. The University does not conduct an infirmary and does not undertake to care for cases of illness requiring medical attention or hospital accommodations, although it will co-operate in every possible way in meeting such emergencies.

The Director of Physical Education has supervision over all required physical training and other athletic activities. In the matter of intercollegiate contests he is assisted by the Committee on Athletics.

The gymnasium is located on the ground floor of Jonas G. Clark Hall. Individual steel lockers and an ample number of shower baths are provided. The new gymnasium building will be completed and ready for use during the second semester of 1937-38.

# THE LIBRARY

EDITH M. BAKER, *Acting Librarian*

HELEN J. ELLIOT, *Cataloguer*

## *Assistants*

DOROTHY M. DICKINSON  
MARION HENDERSON

EDITH L. SAWYER  
MARJORIE WHITNEY

## *Student Assistants*

DONALD BLANCHARD

JOHN S. HEBBERD

The Library, under the terms of Mr. Clark's will, received one quarter of his estate for the "support and maintenance of a University Library." Thus the Library is well endowed and is able to provide amply for the needs of all departments. It contains over 157,000 bound volumes and pamphlets, and the readingroom receives about 575 journals.

Particular attention is paid to the needs of students engaged in research work. The Library already possesses a good collection of complete sets of the best scientific periodicals. It makes liberal purchases for individual needs and supplements these by drawing upon the resources of the older and larger libraries through the inter-library loan system. The number of books added each year is about 3,000 volumes.

The books in the Art Department are accessible on application to the Librarian, but, by the terms of the Founder's will, they *cannot* be taken from the building.

All regular privileges of the Library are open to all members of the University.

Tuesday and Friday mornings, each week, all books recently added to the Library are placed upon a table in the reference section, where they remain for three days. This affords the members of the University an opportunity to examine the new books in all departments before they are placed upon the shelves for circulation.

The Library is open from 8 a. m. to 10 p. m. each week day (except on legal holidays), during the regular sessions of the University. During the Summer School session the Library is open from 8 a. m. to 6 p. m.

## ART DEPARTMENT

In his last will and testament the Founder of the University bequeathed

"the sum of \$100,000, as an endowment fund for the Art Department of said University, and said sum is to be held and kept sacred and intact as a principal not to be used or expended under any conditions; but the income, interest or proceeds thereof shall be used only in putting and keeping said works of art or others given or obtained for said department in good condition and in taking care of them; and then if there is a surplus of the income of said fund, I will and direct that it be used in the purchase of additional works of art or of such matters as will add to the usefulness and efficiency of said Art Department."

Under these conditions a large room has been furnished and equipped on the upper floor of the Library Building. Upon the death of Mrs. Clark, those works of art of the Founder's collection which were deemed most suitable for this purpose were arranged and displayed in this room, together with his most valuable books, which by the conditions of the will cannot be removed from the building. A complete catalogue of these books and paintings has been published in the Publication of the Library, Vol. 2, No. 1.

The most recent addition to the collection is a portrait of Louis N. Wilson, librarian of Clark University from 1889 to 1929, librarian emeritus, 1929-1937, by Leopold Seyffert of New York.

The Art Department is open daily (except Sundays and holidays) from 9 a. m. to 5 p. m.

# THE UNDERGRADUATE DIVISION

## "CLARK COLLEGE"

The College offers a general program leading to the degree of Bachelor of Arts. Distinctly vocational or professional programs are not offered.

When the College was established in 1902, a three-year course was adopted as the normal one for the baccalaureate degree. This innovation was due to the emphasis placed upon a three-year course in the will of the Founder, based on a conviction that properly prepared students could secure in three years, under favorable conditions, a training essentially equivalent to that ordinarily obtained in a four-year college course. Increasing pressure, both for the admission of high school graduates who could not qualify for the three-year course and for a larger development of extra-curricular activities, led ultimately to the abandonment of the original plan. Beginning with the class which entered in September, 1922, a four-year course became the normal one leading to the degree of Bachelor of Arts. The opportunity to complete the course in three years is still open, as in other colleges, to well prepared and serious students. Only a small number avail themselves of this opportunity.

A complete statement in regard to fees and expenses will be found under the heading TUITION AND FEES.

## SCHOLARSHIPS AND STUDENT AID

THE JONAS G. CLARK SCHOLARSHIPS established by the Trustees in January, 1925, provide scholarships of the value of one hundred dollars each to fifty undergraduates.\* Twenty of these scholarships are reserved for applicants for admission to the freshman class who rank in the upper quarter of their graduating classes in preparatory schools, eight of them being for graduates of the High Schools of Worcester. Of the remaining thirty scholarships, ten are reserved for each of the three upper classes, for students who rank in the upper quarter of each class.

These grants are for the encouragement of high grade scholarship. In conformity with this purpose they are subject to the following

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\*Thirty additional scholarships have been offered currently to entering freshmen as a contribution by the University toward the alleviation of the existing conditions of widespread unemployment and reduced incomes.

conditions: (1) one-half the value of the scholarship is deducted from the term bill of the holder at the beginning of each semester; (2) a scholarship is automatically forfeited for the second semester if the holder fails to maintain a rank in the upper half of his class during the first semester.

THE SANFORD MEMORIAL SCHOLARSHIP FUND, established by alumni of the University, provides an annual scholarship, amounting at present to \$200, for a student in the college.

THE LIVERMORE AND AMBULANCE SCHOLARSHIP was endowed by citizens of Worcester in honor of Charles Randall Livermore, the first Clark man to fall in battle in the World War, and of his companions in the Clark Unit of Ambulance Drivers. Fifty dollars or more is offered annually, to be awarded on the basis of academic success, character, and usefulness to the College. The scholarship is open to students who are residents of Worcester County.

THE HENRY A. WILLIS FUND provides scholarships for students from Fitchburg, Massachusetts, and vicinity. In the absence of suitable candidates from this community grants may be made to others.

THE B'NAI BRITH SCHOLARSHIP, provided by the Worcester chapter, Order of B'nai Brith, is primarily but not exclusively for the aid of Jewish students.

The PROBUS CLUB offers annually a similar scholarship.

THE CLARK UNIVERSITY FACULTY WOMEN'S CLUB offers a \$100 scholarship to an applicant who ranks high in intellectual and personal qualities. The club is assisted by alumnae and wives of alumni. Application should be addressed to The Chairman, Scholarship Committee, Clark University Faculty Women's Club.

Applications for undergraduate scholarships should be filed at an early date on blanks which may be secured at the general office. Awards are made by the College Board.

The Board expressly reserves the right to award fewer than the full number of scholarships in any year if for any reason this seems advisable.

Aid given in the form of scholarships is not regarded as a loan. It is recognized, however, that those who receive such aid may wish to return the amount in later years. *Any sums received from this source will be added to the ALUMNI LOAN FUND of the College.*

#### LOAN FUNDS

THE ALUMNI LOAN FUND is a permanent revolving fund established by the Trustees and the Alumni. To this has been added a

fund of about \$500 contributed by L. Kelly Foster, C. B. L. Kelley, Isadore Lubin, H. M. Smith, and others.

THE ESTABROOK LOAN FUND was created by the generosity of the late Arthur F. Estabrook of the Board of Trustees.

Loans from these funds are made to undergraduates by the Dean of the College in coöperation with the Alumni Committee on Loans. Loans are covered by endorsed notes payable at a fixed date and bear interest at the rate of 6 per cent per year.

THE SARAH M. THURBER LOAN FUND was established through the generosity of Dr. Charles H. Thurber, President of the Board of Trustees, as a memorial to his mother. The fund is administered by the President of the University. Such loans bear interest at the rate of 6 per cent per year.

Interest received from loans is in all cases added to the fund from which the loan was made.

## ADMISSION

Inquiries regarding admission and requests for blank forms should be addressed to the Dean of the College. Application for admission should preferably be made by March 1. *No application received after August 1 can be promised consideration.*

Every admission is an "admission on trial" to the actual work at the College. The University reserves the right to require the withdrawal at any time of any student whose record in either conduct or scholarship fails to meet the expectations implied by his admission.

*Application blanks, as well as official transcripts of preparatory school records and certificates of character should be sent directly to the College by the school officials who sign them.*

*Special students* are not admitted to the College. They may be admitted to the University on the recommendation of a department and under the supervision of the Committee on Extension Courses and Special Students.

## ADMISSION TO THE FRESHMAN CLASS

Satisfactory references as to character and the completion of a four-year high school course or its equivalent, including fifteen units of credit in acceptable subjects, are required for admission to the freshman class. A statement of "quality requirements" will be found in the following section.

The term "unit" is understood to mean approximately one-quarter of a pupil's normal program of work for the school year.

The "fifteen units of credit in acceptable subjects" must include the "required subjects," 5 units; not less than seven units from the "restricted electives"; and not more than three units from "free electives."

A normal preparatory program will include:

Required subjects, 5 units

English, 3 units (4 years)

Mathematics, 2 units (Algebra and Geometry)

Restricted electives, 7 or more units (see note 1) chosen from

Foreign language, 2, 3 or 4 units (see note 2)

Social sciences, 2 or 3 units (see note 3)

Natural sciences, 2 or 3 units (see note 4)

Mathematics, 1 or 2 units (in addition to required units)

Free electives, not more than 3 units, at the discretion of the committee on admissions, in "commercial subjects" or other subjects recognized by the preparatory school in its regular program leading to graduation.

NOTE 1. Each of the first three groups of subjects under "restricted electives" must be continued in college.

NOTE 2. The college does not recognize less than 2 units in any foreign language.

NOTE 3. History, Government, Civics, Economics, etc.

NOTE 4. Physics, Chemistry, Biology, etc.

An applicant for admission to the freshman class should supply, on blanks furnished by the college:

1. A signed application for admission which should be forwarded by the principal of the school in which the applicant has prepared for college, after the "Personality Rating Scale" has been completed by a responsible officer of the school. This application should be filed with the Dean at the earliest practicable date.
2. A complete statement of his preparatory school record and of the subjects in which he can be "certified". This should be mailed to the Dean by an officer of the school, preferably immediately after the end of the first half of the senior year. *Records received at this time will be returned to the school for final "certification" at the end of the year.* (See statement below in regard to certification.)
3. Records of any entrance examinations which he may have taken and of any action by any other college in respect to admission.

## QUALITY REQUIREMENTS

Applicants whose references are satisfactory and who are "certified" in fifteen acceptable units from approved schools will be admitted without conditions.

"Certification" for less than fifteen units may be accepted; (a) for *admission with conditions* (see below) if at least thirteen units are "certified" and the remainder of the required fifteen units are "passed"; (b) for admission, with or without conditions, if supplemented by a satisfactory record in College Board examinations in subjects not certified.

Certificates are accepted from schools on the list of the New England College Entrance Certificate Board. Schools located in New England but not on this list may apply for "specimen" certification privileges to the Secretary of the Board, Dean Frank W. Nicolson, Wesleyan University, Middletown, Connecticut.

A certificate from a school, not on the list approved by the Board, can be considered only when the school lies outside of the jurisdiction of the Board. In such cases "certification" will be interpreted in the spirit of the regulations of the Board. It will be assumed that the school is willing to be judged, in respect to continued "certification" privilege, on the basis of the college records of the candidates in subjects which are "certified".

## ENTRANCE EXAMINATIONS

Applicants who cannot present at least thirteen "certified" units should arrange in consultation with the Dean of the College to take "College Board" examinations in June. Information concerning these examinations may be obtained from school officers or by addressing the College Entrance Examination Board at 431 West 117th St., New York City. Applications for examinations must be received by the Board before the end of May.

Those who make a satisfactory record in designated examinations may be admitted to the College with or without conditions. The College will determine in each case what constitutes a satisfactory record in the examinations.

A final opportunity to qualify for admission by examination is offered at the College immediately before the opening of the academic year in September. These examinations are provided by the College Entrance Examination Board, and are intended to supplement those held in June. Admission to these examinations is by special permission in each case. A fee of \$5.00 is charged by the College for a

single examination, with an additional fee of \$3.00 for each additional subject.

#### ADMISSION WITH CONDITIONS

Applicants who present fifteen "passed" units in acceptable subjects but who are not "certified" in one or, at most, two units, may be admitted with one or with two conditions respectively. Applicants whose shortage in "certified" units is more than two have an opportunity to qualify for admission, with or without conditions, by satisfactory records in "College Board" examinations.

Conditions may be in specified subjects, or may be general, in the latter case indicating some deficiency in the high school course as a whole. All conditions are terminated at the beginning of the sophomore year either by removal in the manner specified below or by additions to the requirements for graduation.

Conditions are removed if at the end of the freshman year the conditioned student has met the normal scholarship requirements for regular standing, namely, no failures and grades above D+ in three fourths of the total credit earned at that date. Conditions may also be removed by satisfactory records in "College Board" examinations covering the conditioned subjects in June or September following the freshman year.

Applications for examinations in September, for the removal of conditions, should be filed with the Recorder not later than the first of July preceding the date of the examinations. The fee for examination must be paid when applications are filed.

*Each condition not removed at the beginning of the sophomore year will be replaced by an additional requirement for graduation amounting to one half-course.*

#### ADMISSION TO ADVANCED STANDING

A student who wishes to enter the College after having been enrolled in another institution of college grade is required to submit a letter of honorable dismissal, a complete transcript of his record at the institution last attended and such other information as the Committee on Admissions may request. If he is admitted he will be provisionally assigned to the freshman, sophomore, junior, or senior class and will be permitted to register for a suitable program. He will not be given a final class rating until he has been in residence for at least one semester. After a semester in residence he will be given conditional credit for the work done elsewhere to an amount deter-

mined by vote of the College Board, on the recommendation of the Recorder and the departments concerned.

The Bachelor's degree will not be conferred upon a student until he has spent at least a year in residence at Clark University, and usually not unless the period of residence includes the two semesters immediately preceding the granting of the degree.

### FACULTY ADVISERS

When a student is admitted to the College he is assigned to a member of the faculty who will act as his adviser. The adviser will assist the student in making up his program of studies for registration and will be ready at all times to afford him help and counsel, either in regard to problems of college life or other matters. The student should consult with his adviser as soon as possible after the opening of the college year in order to outline his program of studies.

### REGISTRATION

The freshman class assembles at the college on Friday before the opening of the academic year and spends Friday and Saturday in becoming acquainted with the college, and in completing certain preliminary exercises.

Registration days are the first day of the academic year and three days preceding the examination period at the end of the first semester. Failure to register on or before these days involves a charge of \$1.00 for each day's delay up to a maximum of \$5.00.

*A student's record of attendance begins with the first day of the semester. No credit for attendance is given until registration is completed. In cases of delayed registration unexcused absences are recorded for all scheduled meetings of courses unless excuses acceptable to the College Board are presented.*

During the first week of any semester changes of courses may be made for sufficient reason with the written approval of the student's adviser and the instructors concerned. After the first week of any semester no changes may be made except such as are authorized by special vote of the College Board.

Freshmen may register for programs of either five or six courses in the first semester. In subsequent semesters programs of six courses are restricted to students whose average grade in all courses for the preceding semester has been C+ or better, except in the case of seniors. A senior whose graduation at the end of the year depends

upon the completion of a program of six courses may register for such a program in either semester if his average grade for the preceding semester has been C— or better.

The election of a *major subject* is required as part of registration at the beginning of a student's second year in college. This election when once recorded may be changed only with the approval of the Dean. Although the *major subject* is not officially regarded as fixed until the student's second year in college, he should plan his course as definitely as possible from the beginning with his probable choice in view.

## STUDENT PROGRAMS

The curriculum permits considerable freedom of adjustment to individual differences of interest. Each student's program of studies includes a group of courses constituting a *major*, together with required courses in English and in fine arts or literature, and certain courses chosen under regulations intended to insure a reasonable distribution of work among the various departments. A large part of each program is made up of courses chosen without restriction.

For statements as to what particular courses may be combined to form a *major* the announcements of the different departments should be consulted.

Regular students normally carry programs of five courses in addition to the required work in physical training. In general it is expected that a course meeting three times weekly will require two hours of preparation for each lecture or recitation. Laboratory periods are usually three hours in length.

*A student carrying the regular program should expect his college work to require from forty-five to fifty hours of his time per week, in addition to the work in physical training.*

Candidates for the bachelor's degree in less than four years will generally carry programs of six courses and should expect to spend practically their entire time on their college work.

The subjects in which instruction is offered, excepting Fine Arts and Music, are grouped in three divisions:

### DIVISION A

Biology, Chemistry, Experimental Psychology, Geology, Mathematics, Meteorology, Physics, Physiology.

## DIVISION B

Economics, Education, Geography, History, International Relations, Psychology, Sociology.

## DIVISION C

Ancient Languages, English, German, Romance Languages.

First year students must make up their programs entirely from courses designated as "Open to Freshmen."

The program for the freshman year must include:

1. English 11.
2. A course in Foreign Language.
3. A course in Division A.
4. A course in Division B.
5. An elective. (Mathematics 10 or 11 for students intending to major in Division A.)

Second year students should, as a rule, continue work in Foreign Language, and complete the requirements listed under 3 below, with the exception of the *major*.

*Any first year requirements which have not been completed must be included in the program of courses for the second year.*

Undergraduates, other than freshmen, may enter any course listed "primarily for undergraduates," for which, in the judgment of the instructor in charge, they are prepared. Seniors and juniors who have completed the published prerequisites are admitted, at the discretion of the instructor in charge, to courses listed "for graduate students and advanced undergraduates." Undergraduates are not admitted to courses "primarily for graduate students" except in rare cases, and then only by special vote of the College Board and the approval of the Secretary of the Graduate Board.

Regular gymnasium exercise is required of all students for the general promotion of their health and mental efficiency. This is scheduled at times which avoid conflict with recitation hours. *Students may be excused from this requirement only on the recommendation of the college physician.*

## REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

*Beginning September, 1934, all college regulations involving a quantitative statement of "credit" are expressed in terms of "courses" instead of "semester hours." Records in terms of semester hours*

*made prior to September, 1934, will be interpreted in terms of courses on the basis of one "course" for six "semester hours".*

Students who satisfy all of the following requirements will be recommended for the degree of Bachelor of Arts unless in the judgment of the College Board there is cause for withholding this recommendation.

1. Not less than three academic years of college study in residence. At least one full year and usually the last year before the degree is conferred must be spent at Clark University.

2. The completion of twenty "courses" (in addition to the required work in physical training) with satisfactory scholarship standing.

*A "course" as a unit of credit implies, normally, three or four class meetings or laboratory exercises per week throughout the academic year, i.e., one-fifth of a student's normal program. Where departments offer fractional courses, these will be combined in reckoning a student's total credit in courses.*

3. The completion with satisfactory scholarship standing of the following requirements in specified subjects and fields of study.

a. A *major* of seven courses, four or five of which must be in a "major department." The remaining two or three courses must be taken in subjects related to the major subject. The entire group of seven courses must be approved by the major department as constituting a satisfactory *major*.

Mathematics is a requirement in the freshman year for students who intend to major in division A. This course may be included in the *major* of seven courses.

Elementary Greek or Latin is a requirement in the freshman year for students who expect to major in division C, unless at least two units of one of these languages has been accepted for admission. This course may be included in the *major* of seven courses.

b. *English.* (1) English 11, or its equivalent; a requirement in the freshman year for all students.

(2) Satisfactory proficiency in the use of English, certified by a faculty committee appointed for this purpose; a requirement for all students before the degree of Bachelor of Arts is conferred.

c. *Art, Music and Literature.* One course, or two half courses, chosen from the following list:

Art 10 and 11  
English 15 and 111  
French 113 and 114  
German 14 (or 141), 17, and 142  
Greek 17  
Music 12 and 13a

- d. *Foreign language.* (1) One course in foreign language; a requirement in the freshman year for all students.

(2) One course in French or German, at or beyond the level of third year college courses in either language; a requirement for all students before the degree of Bachelor of Arts is conferred. This requirement may be met by the course required in the freshman year.

- e. *Division A.* Two courses, one of which must be a "laboratory course"; or one "laboratory course" and two half courses.

This requirement is reduced to one "laboratory course" in the case of students whose admission record includes credit for four units in science.

Courses in the history of the sciences may not be counted toward the fulfilment of this requirement.

- f. *Division B.* Two courses, or the equivalent in half courses.

4. The satisfactory completion of three years of physical training, two hours per week.

## GRADING AND SCHOLARSHIP

Beginning September 1935, the use of "ranks" (relative standing in each class) as the basis of a student's scholarship record was abandoned, in favor of the more usual grading system employing the symbols A, B, C, D, and F.

Courses with grades of D+, D or D— may be counted toward the A.B. degree only up to a maximum of one quarter of total credit required; i. e. not more than five (5) such courses, or their equivalent in fractional courses, may be counted. If some of the twenty courses required for the degree are not graded, then the maximum credit which may be counted with grades of D+, D or D— is limited to one quarter of the total credit from all courses in which grades are given.

## CLASSIFICATION OF STUDENTS

Students are classified as freshmen, sophomores, juniors and seniors on the basis of the amount of credit toward the A.B. degree shown by their records at the beginning of each academic year.

A student who at the beginning of any academic year, has credit of less than two and one half courses is classified as a *freshman* for that year.

A student, who, at the beginning of any academic year, has credit of two and one half courses or more, but less than eight courses is classified as a *sophomore* for that year.

A student, who, at the beginning of any academic year, has credit of eight courses or more, but less than fourteen courses is classified as a *junior* for that year.

A student, who, at the beginning of any academic year, has credit of fourteen courses or more, is classified as a *senior* for that year.

A student who has announced his intention of becoming a candidate for the degree of Bachelor of Arts in three years and who, at the beginning of his third year has completed not less than two thirds of the twenty courses required for graduation is classified as a *senior* for that year.

Any student, who, at the beginning of the second semester, is clearly in a position to complete the requirements for the degree before the beginning of the next academic year, is classified as a *senior* for the second semester.

## HONORS

*First honors* and *second honors* are awarded annually to those members of each class who have, in the judgment of the College Board, distinguished themselves by their scholarship during the year.

The bachelor's degree is awarded *with honor*, *with high honor*, and *with highest honor* to those members of each graduating class whose records warrant this distinction.

## DEPARTMENTAL HONORS

Beginning with the class of 1936 a sophomore whose average standing for his first two years in college places him in the highest third of his class may become a candidate for an *honors* program in his major subject. Any student of this standing may file a formal application with his major department not later than the *first day*

of May in his sophomore year. If the application is favorably endorsed by the department concerned, it comes before the College Board for final action after the sophomore year has been completed. The action of the Board either admitting the applicant to an honors program, or refusing admission is reported in writing both to the applicant and to the department. A student who has satisfied the stated scholarship requirement at the end of his sophomore year, may, upon the recommendation of his major department and the approval of the College Board, be admitted to honors work as late as the end of the first semester of his junior year.

When an applicant has been provisionally accepted by a department for an honors program, he is assigned to a member of the department who acts as "honors adviser." The adviser has supervision of all matters pertaining to the honors program. A program for the student's junior and senior years is prepared in consultation with the adviser. This program may involve independent supervised study replacing work in regular classes to the equivalent of two full "courses". This program, after approval by the department, is filed with the Recorder at the beginning of the student's junior year.

Admission to candidacy for departmental honors does not relieve a student from any of the standing regulations of the college except as specifically here stated. A candidate for departmental honors will receive the degree of Bachelor of Arts "with honors in his major subject" if he completes the general requirements of the college and in addition thereto:

- (a) Maintains an average satisfactory to his major department.
- (b) Completes satisfactorily the program of regular course work and of independent supervised study referred to above.
- (c) Makes a satisfactory record in a comprehensive examination conducted by the department in the field of his major subject.
- (d) Is recommended for departmental honors by his major department and by the College Board.

The comprehensive examination requires not less than two nor more than three regular three-hour examination periods or their equivalent. At least three hours of this total is devoted to a written examination. The comprehensive examination, with the possible exception of laboratory tests, is given between the spring vacation and May 15 of the candidate's senior year. An honors candidate who has passed the comprehensive examination may, at the discretion of his major department, be excused from some or all of the final examinations *in the courses in his major subject*.

A student's candidacy for honors and all privileges connected with it may be terminated by the College Board at the end of any semester upon the recommendation of his major department. In such an event the amount of credit to be allowed for extra-course work done by the student is determined by the College Board in consultation with the department.

#### SCHOLARSHIP SOCIETY

The Clark Scholarship Society was organized in 1914. Its object is, "to maintain a high and broad conception of scholarship; to encourage devotion to scholarship, so conceived; to promote a close relation for mutual benefit between the undergraduate members and the faculty members of the Society." Membership in the Society is open to members of the faculty. New student members are elected at the end of the junior year from the men of high standing in the junior class. Nominations are made by the College Board and the undergraduate members of the Society elect from the men so nominated. Additional nominations are made at the middle and end of the senior year.

#### ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES

Participation in extra-curricular activities is denied only to those students whose scholarship records indicate that further encroachment upon their time and attention may interfere with the completion of their course of study.

A student is "eligible" for the following half semester if at the end of any half semester he is meeting either of the following conditions:

- (a) "Passed" in all courses and graded above D+ in at least one course.
- (b) "Passed" in all but one course, and graded above D+ in at least two courses.

Students carrying less than a full program of studies are ineligible, except in the case of seniors whose programs are adequate to insure their graduation at the end of the academic year.

Students admitted with advanced standing from another college are "ineligible" for the first half-semester of residence at Clark University. Special students are "ineligible."

## ABSENCES

Regulations applying to absences from scheduled class meetings and laboratory exercises are based upon the conviction that such absences, regardless of their cause, involve a loss to the student and a drag upon the class. Students are, accordingly, expected to be consistently regular in attendance. Subject to this general provision, students are given a considerable degree of freedom in the control of their attendance. It is expected that such freedom will not be abused, and that it will contribute to the growth of each student's sense of responsibility.

Detailed regulations in harmony with the foregoing principles are posted on the official bulletin board for the guidance of students. They are also published in the Students' Handbook, issued annually by the Clark Christian Association. Students are expected to familiarize themselves with these regulations.

Sophomores, juniors, and seniors who attain an average of B— or better in any semester are exempt from all regulations relating to attendance at class meetings or laboratory exercises. Such students are *not* exempted from regulations relating to attendance at the weekly Assembly or physical training.

## STUDENT LIFE

It has always been the policy of the University to give to its students the greatest possible individual liberty of action. It is assumed that each student will conform to the recognized standards of morality, good order, and gentlemanly conduct, that he will not absent himself unnecessarily from university exercises at which he is due, and that he will give his serious and constant attention to his work as a student.

Undergraduate organizations are under such control as will insure proper caution and recognition of responsibility in business dealings.

The general supervision of intercollegiate athletics is committed to an Athletic Board consisting of the Director of Physical Training, the Committee on Athletics of the College Board, two alumni elected by the Alumni Association, and nine student members. The actions of this Athletic Board are subject to review and veto by the Committee on Athletics.

The non-athletic activities are supervised by the Student-Faculty Council.

Opportunity for relaxation and the meeting of students and faculty on a basis of general sociability is provided by the various clubs in which both students and faculty participate.

Student activities include a Glee Club and Orchestra which give a series of concerts in Worcester and elsewhere during the winter; a Debating Society whose members have made an enviable record for the University in intercollegiate debates; the Gryphon, a senior honor society, and other organizations.

The Clark University Players is an active student organization which presents a number of plays each year under the direction of the Department of English.

*The Clark News*, a weekly undergraduate publication, and the *Pasticcio*, the college annual, are published by the students.

# THE GRADUATE DIVISION

## GENERAL INFORMATION

Admission to the Graduate Division is open to properly qualified persons, both men and women.

Instruction and opportunities for original research leading to the degrees of Master of Arts and Doctor of Philosophy are offered by the following departments:

- Biology
- Chemistry
- Economics and Sociology
- Geography
- History and International Relations
- Physics
- Psychology

The department of Education offers the degree of "Master of Arts in Education."

Other departments offer courses of an advanced nature which, with the consent of the Graduate Board, may be included in the programs of graduate students, but are not prepared at present to offer complete programs leading to the higher degrees.

A detailed statement regarding tuition and other fees will be found in the general section of this catalog under the heading THE UNIVERSITY.

## LIBRARY FACILITIES

In addition to the library facilities provided by the University students may avail themselves of the privileges of several other excellent libraries in the city. The Worcester Public Library contains some 333,000 volumes and makes accessible to the public about 500 newspapers and magazines. The library of the American Antiquarian Society, housed in the national headquarters of the society in Worcester, contains about 136,000 volumes and some 202,000 pamphlets. The library of the Worcester District Medical Society is also at the disposal of members of the University.

## ADMISSION TO THE GRADUATE SCHOOL

*Eligibility.* Admission is granted only by the Graduate Board on recommendation of a department. A graduate of more than average ability from a college or university which was on the approved list of the Association of American Universities at the time his bachelor's degree was obtained is eligible for admission as a *regular graduate student*. A graduate of superior attainments from a four-year college not on the list, is normally eligible for admission only as a *special graduate student* for a specified period, not exceeding one academic year. A special graduate student may be admitted by the Graduate Board to regular graduate standing after a semester, or its equivalent, of study in residence and upon the recommendation of his major department.

*Application.* A prospective applicant should communicate with the department in which he expects to do his major work. If he is encouraged to make application by the department, he will receive the application blanks for admission and should submit them to the Chairman of the department with an official transcript of undergraduate work, two letters of recommendation from persons in a position to speak frankly of his qualifications, and a recent photograph (passport size preferred). A photograph is not required of those who have had a personal interview with members of the staff. Any other pertinent information, including published or unpublished theses or other writings, may accompany the application. For most favorable consideration, applications for appointments for the succeeding year should be in the hands of the Chairmen of the respective departments by March 1st.

*Admission.* In granting admission, the Graduate Board may, with the advice of the department, prescribe a minimum period of residence never less than one year, and other definite requirements, including courses in particular subjects, as prerequisites for a graduate degree. Admission to the Graduate School does not in any way imply admission to candidacy for a degree. Admission to the Graduate School is granted for entry only at the specified time, and lapses if the student fails to enter at that time. If, after an applicant has entered as a regular student, his period of graduate study is broken by more than a year, he must make formal application for re-instatement.

*Undergraduates and non-graduate special students in graduate courses.* Admission of other than regular or special graduate stu-

dents to a course "Primarily for Graduate Students" may be authorized by the Secretary of the Graduate Board on formal recommendation in each case by the department in which the course is offered.

## SCHOLARSHIPS AND FELLOWSHIPS

The University awards annually a number of scholarships and fellowships yielding tuition or tuition and additional stipends.

### GENERAL REGULATIONS

1. Scholarships and fellowships (except honorary appointments) are for prospective candidates for the degrees of Master of Arts and Doctor of Philosophy in this University.

2. All applications for fellowships and scholarships shall be presented to the Chairman of the Credentials Committee accompanied by an official transcript of record, letters of recommendation, a photograph, and endorsed with the department's recommendation. Applications when complete and properly endorsed will be considered by the Committee on Credentials for recommendation to the Graduate Board. According to an agreement of the Association of American Universities, the elections of fellows and scholars will be communicated on April 1st, but not before, to each member of the Association of American Universities and to each successful candidate.

3. An appointment will become effective when an acceptance in writing is filed with the Secretary of the Graduate Board within fifteen days of the date of notification.

4. Scholarships or fellowships are not transferable from one department to another except with the approval of the Graduate Board.

5. A scholar or fellow may not engage during the term of appointment in any occupation that may interfere with his duties as a full-time graduate student unless he obtains permission from the Graduate Board to do so.

### SCHOLARSHIPS

Scholarships may be awarded to students of high rank who may be expected to fulfill the requirements for the master's degree in the normal time. These scholarships are valued at from \$100 to \$400 including tuition.

## FELLOWSHIPS

Fellowships valued at \$200 to \$400, which are equivalent to tuition alone or to tuition and an additional stipend up to \$200, may be awarded to competent, full-time, regular graduate students who have completed an amount of graduate work equivalent to the requirements for the M.A. degree. Fellowships valued at \$200 to \$500, equivalent to tuition alone or to tuition and an additional stipend up to \$300, may be awarded to competent graduate students who give promise of completing their work for the degree of Doctor of Philosophy by the end of the academic year for which the appointments are made.

Some of these fellowships will be designated as *research fellowships* or *teaching fellowships*, with the consent of the applicant and on the recommendation of the department, in cases where research or teaching assistance in the department is to be a duty of the fellow. Where the research or teaching duties in such fellowship or in an assistantship would prevent a scholar or fellow from carrying a full program of studies during the academic year, he may nevertheless qualify for full-time credit for the year through an adequate summer program of research or reading directed by the major department and approved by the Graduate Board.

## HONORARY FELLOWSHIPS

Distinguished visitors may be appointed Honorary Fellows for specified periods at the discretion of the Graduate Board. Such appointments entitle their holders to all university privileges and carry freedom from tuition charges.

## STUDENT AID

Student aid is available from the following funds, with the restrictions noted.

A **CITIZEN'S FUND**, the income of which is to be used for the aid of "some one or more worthy native born citizens of the City of Worcester who may desire to avail themselves of the advantages of the institution." The benefits of this fund are available to graduate students only.

THE **JOHN WHITE FIELD FUND**, the income of which is "to provide for the minor needs of a scholar or fellow," has been established by Mrs. Eliza W. Field. The fund amounts to five hundred dollars.

THE ELIZA D. DODGE FUND is a sum of one thousand dollars, the income only of which is to be expended to aid graduate students of limited means engaged in research work.

#### LOAN FUNDS

THE SARAH M. THURBER FUND. This fund has been established through the generosity of Dr. Charles H. Thurber, President of the Board of Trustees, as a memorial to his mother. The fund is administered by the President of the University. Loans from this fund bear interest at the rate of 6 per cent per annum.

ALUMNI LOAN FUNDS. Loans from these funds are available on suitably endorsed notes. Applications require the approval of the student's major department, the Committee on Credentials of the Graduate Board, and the chairman of the Alumni Loan Fund Committee.

### RULES AND REGULATIONS

#### LANGUAGE REQUIREMENTS

*Requirement in English.* A student who wishes to become a candidate for a higher degree during his first year of residence may be required to come before the Committee on Language Examinations before admission to candidacy, for a test of the adequacy of his knowledge of English in respect to speaking, reading and writing.

A candidate for a graduate degree after more than one year of graduate study must satisfy his major department in respect to his knowledge of English.

*Foreign Languages.* A prospective candidate for the degree of Doctor of Philosophy is advised to prepare himself early for the oral examinations in reading modern languages. French and German are required except in cases where the Graduate Board may authorize the substitution of another language for one of these. A student must take these examinations not later than March first of his first year of residence at Clark beyond the master's degree. When he is ready for either or both he is to notify the Recorder, who will arrange for the examination to be held within two weeks if possible. These examinations are conducted by a committee composed of a representative of one of the modern language departments, and a representative of the student's major department. The committee shall report the results of the examination to the Recorder. Additional language requirements may be imposed by the student's major department.

## RESIDENCE

A regular year of full-time study or its specified equivalent in residence at Clark University is a prerequisite for any degree. Residence work is broadly defined as regular work at Clark University done under the immediate personal supervision of at least one member of the university faculty. A field trip led by a member of the university faculty who is regularly engaged in graduate instruction is considered as providing an opportunity for work in residence to a maximum extent of nine weeks.

Only the following are recognized as equivalents to a regular academic year:

For the degree of Master of Arts, one full semester of the regular academic year and the equivalent of 18 other weeks on a full-time program of graduate work approved by the major departments; or six sessions of the Clark University Summer School. Under certain clearly defined conditions, five sessions of the Summer School may be accepted as the equivalent of a regular year of full time study in residence.

For the degree of Doctor of Philosophy, a sufficient number of courses taken during the regular academic year, even if spread over a number of years.

## THE DEGREE OF MASTER OF ARTS

*Admission to Candidacy.* Regular students who have been admitted to the Graduate School without condition, or others who have met any special requirements imposed by the Graduate Board, may, when they have demonstrated their ability to do satisfactory work, be accepted by the Graduate Board as candidates for the degree of Master of Arts. An application for admission to candidacy for the master's degree will be considered by the Graduate Board when the student has:

1. Completed one semester of full-time graduate work or its equivalent in residence at this university;
2. Paid the diploma fee (\$10) and publication fee (\$10), and
3. Obtained the written endorsement of his major department.

Applications should be filed with the Secretary of the Graduate Board not later than the first week of the last full semester which the student expects to spend in residence as a candidate for the

degree. Unless extended by action of the Graduate Board, candidacy for the degree of Master of Arts lapses at the end of three years. When candidacy expires without the degree having been awarded the diploma and publication fees, less any expenses incurred, will be returned.

*Course requirements.* In order to insure that the student may obtain the necessary training, he must meet a minimum course requirement of 18 semester hours in addition to his research work. The subject-distribution of the courses of each candidate must have the approval of the candidate's major department. A candidate for the master's degree who is definitely preparing to teach in secondary schools, may, with the approval of his major department, elect one or two semester courses in education which will count toward the fulfillment of this course requirement.

*Examinations.* The candidate must make a satisfactory record in such written examinations as may be required by the major department, and in a final oral examination of approximately one hour's duration by a committee of three or more, two of whom shall be members of the Graduate Board. The major department shall make a written report in duplicate, one copy to be delivered to the university Recorder and the other to the secretary of the Graduate Board, not later than 9 a. m. of the Friday preceding Commencement, stating the ground on which the candidate is recommended for the degree.

*Thesis.* The candidate must demonstrate that he has a comprehensive knowledge of his field of study and is capable of carrying on, under direction, a satisfactory investigation in that field. He must submit to his major department, by May 15 of the year in which the degree is to be conferred, a thesis on an approved topic and an abstract thereof. The thesis shall be in a prescribed form on prescribed thesis paper (to be obtained from the Bursar) and shall have a printed title page (to be obtained from the Recorder) that bears the following statement:

"A thesis submitted to the Faculty of Clark University, Worcester, Massachusetts, in partial fulfillment of the requirements for the degree of Master of Arts in the Department of \_\_\_\_\_ and accepted on the recommendation of \_\_\_\_\_  
(Name of chief instructor)"

The title page shall be followed by a page (to be obtained from the Recorder) giving the academic history of the candidate.

The abstract should not exceed 600 words in length and should bear the written statement,

"Abstract approved for publication

(Name of Chief Instructor)."

The thesis and two copies of the abstract, bearing the signature of the chief instructor, shall be delivered to the university Recorder not later than 9 a. m. of the Friday preceding Commencement.

Additional copies of the thesis or abstract may be required by the major department.

#### THE DEGREE OF DOCTOR OF PHILOSOPHY

*Course of Study.* Only such candidates as give evidence of general proficiency, power of investigation and high attainments in the special field in which their major subjects lie will be encouraged to proceed to the degree of Doctor of Philosophy.

A graduate student who expects to proceed to the doctor's degree shall select a major subject of study, and at least one minor subject with the approval of the department in which the major subject lies.

*Admission to Candidacy.* Applications for admission to candidacy must be filed not later than November first, in any academic year, by students who hope to receive the degree at the end of that academic year.

An application for admission to candidacy for the degree of Doctor of Philosophy will be considered by the Graduate Board when the applicant has:

1. Completed two full academic years of graduate work or its equivalent;
2. Passed examinations in at least two foreign languages. French and German are required except in cases where the Graduate Board may authorize the substitution of another language for one of these;
3. Passed a preliminary examination in his major and minor fields of study;
4. Paid the diploma and publication fees (\$25 and \$15);
5. Filed with his major department an application for admission to candidacy, stating the subject of his dissertation, and
6. Obtained the endorsement of the application from his major department.

Admission to candidacy for the degree of Doctor of Philosophy shall hold good only for three years from the date of the vote granting admission to candidacy. When candidacy expires without the degree having been awarded, the diploma and publication fees, less any expenses incurred, will be returned.

*Dissertation.* For the degree of Doctor of Philosophy an indispensable requirement is a dissertation upon an approved subject, to which it must be an original contribution of value.

Not later than May 1, the dissertation, with an abstract not exceeding 1,200 words in length, must be presented to the instructor under whose direction it is written. The dissertation shall be in a prescribed form on prescribed thesis paper (to be obtained from the Bursar) and shall have a printed title page (to be obtained from the Recorder) that bears the following statement:

"A dissertation submitted to the Faculty of Clark University, Worcester, Massachusetts, in partial fulfillment of the requirements for the degree of Doctor of Philosophy in the Department of——— and accepted on the recommendation of (Name of Chief Instructor)."

The title page shall be followed by a page (to be obtained from the Recorder) giving the academic history of the candidate.

The abstract should bear the written statement:

"Abstract approved for publication

(Name of Chief Instructor)."

The dissertation and abstract must be accepted by the chief instructor before the final examination may be held. In every case the dissertation shall be laid before the examining committee at the time of examination, with the comments of the chief instructor and other readers.

The complete copy and two copies of the abstract of the dissertation, bearing the signature of the chief instructor, shall be delivered by the department to the university Recorder not later than 9 a. m. of the Friday preceding Commencement. The dissertation and one copy of the abstract will be deposited by the Recorder in the Library, where they shall remain permanently, not subject to withdrawal.

A second copy of the dissertation, accompanied by a copy of the abstract shall be delivered to the department or the library for loan purposes.

If and when a dissertation is published, five of the printed copies

should be presented to the Clark University Library; four copies to be retained by the Library and the other to be presented to the Library of Congress for its annual list of American doctoral dissertations printed.

*At the final examination* the student will be expected to defend his dissertation and, at the discretion of the examining committee, he may be questioned over the entire field of his study. The final examination will be at least a two-hour oral examination. Additional written examinations may be given at the discretion of the department concerned. The oral examination will be held by a committee of at least four members, including the chairman or his duly appointed representative and one other representative of the department in which the candidate has done his major work, one or more representatives of the department or departments in which the candidate has elected his minor subjects, a member of the Graduate Board under whom the candidate has done no work, and such other members of the Graduate Board as care to attend.

The President of the University is authorized to invite any person from within or without the University to be present and to assist in the examination. The committee shall in each case appoint a clerk who shall report the results of the examination to the university Recorder.

Each department shall render to the university Recorder and to the Secretary of the Graduate Board final reports in writing on all candidates for the degree of Doctor of Philosophy not later than 9 a. m. of the Friday preceding Commencement.

# THE GRADUATE SCHOOL OF GEOGRAPHY

## STAFF

WALLACE W. ATWOOD, PH.D., Professor of Physical and Regional Geography and Director of the Graduate School of Geography.

CLARENCE F. JONES, PH.D., Professor of Economic Geography.

W. ELMER EKBLAW, PH.D., Professor of Geography, Assistant Editor, *Economic Geography*.

SAMUEL VAN VALKENBURG, PH.D., Professor of Climatology and Regional Geography.

WALLACE W. ATWOOD, JR., PH.D., Assistant Professor of Physiography and Regional Geography.

GUY H. BURNHAM, A.M., Cartographer.

## GENERAL STATEMENT

The Graduate School of Geography gives opportunity to properly qualified students to secure advanced training in Geography. The staff is composed of specialists in the various fields of Geography. They must of necessity spend a portion of their time in travel and in field studies, but while in residence, they offer regular courses of instruction and direct advanced students in research work. It is not the intention to offer all courses of instruction each year; many of them are given once in two years. Abundant opportunities for instruction are provided, but graduate students are advised not to burden themselves by attending too many lecture courses. They must depend very largely for their growth upon their individual efforts in research, under the direction of members of the staff. The map collection and the libraries offer them unusual facilities for research work in residence, but it is hoped that all graduate students, before completing their university work, may undertake field studies.

The publication of *Economic Geography*, issued quarterly, was begun in 1925.

In the Summer School each year many members of the geography staff offer both elementary and advanced courses. These are acceptable for preparation for graduate work and for meeting the requirements for the degree of Master of Arts.

## GEOGRAPHY COURSES FOR COLLEGE STUDENTS

Undergraduates planning to major in Geography or to go on into graduate work in Geography are urged to consult the Geography Staff early in their undergraduate course, so that suitable programs may be mapped out including essential courses in related fields.

Students majoring in Geography are required to take seven year courses, or the equivalent in year courses and semester courses, in Geography and related fields. At least four and not more than five of these courses must be in Geography. Required courses in Geography are as follows:

Geog. 10a, 10b—usually taken in the Freshman year.

Geog. 185a and 181b—Sophomore or Junior year.

Geog. 16a and 15b—Sophomore or Junior year.

Additional courses which may be taken to fulfill the requirement in Geography are: Geog. 26, 12a, 17a, 17b, 18b, and 19b.

Courses in related fields, offered towards a major in Geography must include Geol. 12 and one or more additional courses selected from the following list: Biology 11, 14, Physics 11, Economics 11, History 18.

Students majoring in Geography, may by special permission, elect in their third and fourth years advanced courses offered in the Graduate School of Geography.

## GRADUATE WORK IN THE SCHOOL OF GEOGRAPHY

The Graduate School of Geography is open to any who wish to receive professional training in geography, and who are qualified to enter the Graduate Division of the University and take advanced work in geography. The undergraduate preparation for advanced work is indicated by the above college program.

Degrees of Master of Arts and of Doctor of Philosophy are conferred. For the Master's degree two years may be required for those whose preparation is considered to be insufficient to permit them to qualify in the minimum time.

The following courses in other departments should be of interest to students in Geography: Botany (Biol. 14); Economic History (Ec. 14); Economic Statistics (Ec. 16); International Trade and International Finance (Ec. 27a); International Economic Policies (Ec. 31); The Pacific and the Far East (Hist. 22); Latin America (Hist. 27).

All prospective candidates for graduate degrees in geography who are in residence will be expected to attend the field camp for three weeks each autumn, and during the year to take part in the seminar.

Formal course work in geography ends in midwinter on January 15, and in spring on May 1, leaving students free to read and to coördinate their work prior to the examination periods.

Candidates for the master's degree in Geography may be expected to pass written examinations and a general oral examination in the following fields: physiography, climatology, soils and land utilization, plant geography, economic geography, human geography and anthropogeography, regional geography, and political geography.

Candidates for the doctor's degree in geography will be expected to pass more advanced written examinations, and a general oral examination including the broad foundation required for the master's degree and such more advanced studies as the candidate may have pursued in the fields of his particular interests. In general, a year of work beyond the master's degree should prepare a candidate for his general examination which is preliminary to his being accepted as a candidate for the Ph.D. degree and to his entering on concentrated work for his Ph.D. dissertation. This year of course work may well include, besides certain advanced courses in geography, related advanced studies in history and international relations, economics, or biology. The student is given much freedom of choice. By March 1 of the year prior to the final one for the doctorate a prospective candidate for the doctorate will be expected to show a reading knowledge of German and French.\* These two foreign languages are the most important for American geographers.

#### STUDENTS' FEES

All geography students in residence must meet the camp fee, the workroom fee, and a classroom materials fee.

The camp fee covers board and lodging, transportation, maps, drafting supplies, and meteorological instruments from the time the party leaves Worcester to go to camp till it returns at the end of the three weeks' period. The fee is \$75, payable October 1 to the camp treasurer. The tuition fee for students participating in the field course only is \$25.

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\*While German and French will normally be the two languages required, an exception might be made in a case where the dissertation for the doctorate demands a comprehensive knowledge of Spanish.

The workroom fee is assessed to help maintain the geography workroom and equipment used by graduate students. It applies to the alcove desk, files of maps, the card catalog, drafting tables and instruments. There are also adding and computing machines. The workroom fee is \$5.00 a semester, payable November 1 and March 1, to the departmental stenographer.

The classroom materials fee is for mimeographed outlines, abstracts, summaries, chapters of theses in the various courses and in the seminar and for the maintenance in part of the classroom wall-maps and other equipment, and for the small expense of balloons and hydrogen and of some meteorological instruments. The classroom materials fee is \$5.00 each semester, payable November 1 and March 1, to the departmental stenographer.

## COURSES IN GEOGRAPHY

(AND IN RELATED SUBJECTS)

### 1. PRIMARILY FOR UNDERGRADUATES

**10a. The Principles of Geography.** An introduction to the principles of geography.

*Half course*, first semester. M. W. F., 10.

MR. ATWOOD, JR.

**10b. Introduction to Regional Geography.**

Open to Freshmen.

*Half course*, second semester. M. W. F., 10.

MR. VAN VALKENBURG

**15b. Conservation of Natural Resources.**

*Half course*, second semester. M. W. F., 11.

Not offered in 1937-38.

MR. ATWOOD, JR.

**181b. Geography of North America.**

Open to Freshmen.

*Half course*, second semester. M. W. F., 11.

MR. ATWOOD, JR.

**185a. Geography of Europe.**

*Half course*, first semester. M. W. F., 11.

MR. VAN VALKENBURG

**Geology 12. General Geology.**

MR. LITTLE

**12b. Weather and Climate.***Half course*, second semester. M. W. F., 9.

Not offered in 1937-38.

**Biology 14. General Botany.**

MR. POTTER

**16a. Political Geography.***Half course*, M. W. F., 11.

MR. VAN VALKENBURG

Not offered in 1937-38.

**17a. Geography of Worcester and Vicinity.** A field and laboratory course. Prerequisites, Geography 10a and 10b and Geology 12, or equivalent.

*Half course*, first semester.

MR. ATWOOD, JR.

**17b. Geography of New England.** Prerequisites, Geography 10a and Geology 12.

*Half course*, second semester.

MR. ATWOOD, JR.

**18b. Regional Physiography of North America.** Prerequisite, Geology 12, or 9 hours of geography.

*Half course*, second semester.

MR. ATWOOD, JR.

Not offered in 1937-38.

**19b. Studies in Regional Physiography.** Prerequisite, Geol. 12, or Geog. 10 (a and b).

*Half course*, second semester.

MR. ATWOOD, JR.

Not offered in 1937-38

**Geology 121a. Mineralogy.**

MR. LITTLE

**Geology 122b. Economic Geology.**

MR. LITTLE

**2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES**

**26. Economic Geography.** Prerequisites, Geography 10a, 10b, 12a, 12b, and Geology 12.

*Three hours weekly*, through the year. Tu. Th. S., 9. MR. JONES**201a. Geography of Asia.***Two hours weekly*, first semester. M. W., 11.

Not offered in 1937-38.

MR. VAN VALKENBURG

**202b. Political Geography.***Two hours*, second semester. M. W., 9

MR. VAN VALKENBURG

**290a. Cartography and Graphics.***One hour weekly, first semester.*

Not offered in 1937-38.

PRESIDENT ATWOOD AND MR. BURNHAM

**3. EXCLUSIVELY FOR GRADUATE STUDENTS****30. Seminar.**

Weekly, Th. 3:30.

STAFF

**31. Regional Physiography.** Prerequisite, Geology 12, or equivalent in physiography.

Two hours of lectures and two hours of laboratory weekly.

Tu. Th., 11.

PRESIDENT ATWOOD AND MR. ATWOOD, JR.

**32. Regional Climatology.** Prerequisite, Geography 12, a and b or equivalent.*Two hours, through the year.* Tu. Th., 10.

MR. VAN VALKENBURG

**33a. Soil Geography.***Two hours, first semester.* M. W., 10.

MR. EKBLAW

Not offered in 1937-38.

**33b. Land Utilization and Planning.***Two hours, second semester.* M. W., 10.

MR. EKBLAW

Not offered in 1937-38.

**34a. Plant Geography.***Two hours, first semester.* M. W., 9.

MR. EKBLAW

**34b. Plant Regions.** Prerequisite, Geography 34a.*Two hours, second semester.* M. W., 10.

MR. EKBLAW

**300. Problems in Geography.**

Tuesdays at 3:30

PRESIDENT ATWOOD

New course, to be offered in 1938-39.

**310. Research in Regional Physiography.** PRESIDENT ATWOOD**320. Research in Climatology.** MR. VAN VALKENBURG**330. Research in Soils.** MR. EKBLAW**340. Research in Plant Geography.** MR. EKBLAW**350. Research in Agricultural Geography or Land Utilization.**  
MR. EKBLAW

**36b. Industrial Geography.** Prerequisites, Geography 26a and 21a or 22a.

*Two hours*, second semester. M. W., 2.

MR. JONES

Not offered in 1937-38.

**360. Research in Industrial or Commercial Geography.**

MR. JONES

**362a. Geographic Aspects of United States Foreign Trade.**

*Two hours*, first semester. M. W., 9.

MR. JONES

Not offered in 1937-38.

**37. Human Geography.** Prerequisites, 9 hours of geography or history and permission of the instructor.

*Two hours*, through the year. M. W., 2.

MR. EKBLAW

**370. Research in Human Geography.**

MR. EKBLAW

**375a. Geography of Europe.**

*Two hours*, first semester. M. W., 10.

MR. VAN VALKENBURG

**380. Research in Regional Geography.**

One or more members of the Staff

**383b. Caribbean America.**

*Two hours*, second semester. M. W., 11.

MR. JONES

**384a. South America.**

*Three hours*, first semester. Tu. Th. S., 11.

MR. JONES

**History 22. The Pacific and the Far East.**

**394a. Field Methods and Studies.** Three weeks at the opening of the school year. Connecticut Valley, 1925 to 1930 inclusive; Cape Cod, 1931; Connecticut Valley, 1932 and 1933; Blackstone Valley, 1935; upper Housatonic Valley, 1936.

Required each year of all candidates for graduate degrees in geography.

# THE SUMMER SCHOOL

## OFFICERS OF INSTRUCTION AND ADMINISTRATION

|  |                         |  |
|--|-------------------------|--|
| WALLACE WALTER ATWOOD, PH.D., President of Clark University                          |                         |  |
| ROBERT S. ILLINGWORTH, A.M., Ed.M.   | English                 |  |
| Director of the Summer School and Associate Professor* of English, Clark University. |                         |  |
| CLARENCE F. JONES, PH.D.   | Geography               |  |
| Professor of Economic Geography, Clark University.                                   |                         |  |
| W. ELMER EKBLAW, PH.D.   | Geography               |  |
| Professor of Geography, Clark University   |                         |  |
| ADELBERT K. BOTTS, PH.D.   | Geography               |  |
| Professor of Geography, State Normal School, Cortland, N. Y.                         |                         |  |
| GUY H. BURNHAM, A.M.   | Cartography             |  |
| Cartographer, Clark University.  |                         |  |
| GUY A. LEE, A.M.   | History                 |  |
| Instructor in History, Clark University.   |                         |  |
| F. EUGENE MELDER, PH.D.  | Economics and Sociology |  |
| Assistant Professor of Economics and Sociology, Clark University.                    |                         |  |
| DAVID POTTER, PH.D.  | Biology and Botany      |  |
| Associate Professor* of Biology, Clark University                                    |                         |  |
| ELMER H. GARINGER, PH.D.   | Education               |  |
| Principal, Central High School, Charlotte, N. C.                                     |                         |  |
| LYDIA P. COLBY   | Recorder                |  |
| FLORENCE CHANDLER  | Bursar                  |  |

The session of 1938 will begin July 5 and end August 12.

Instruction will be offered in geography, history, education, economics and sociology, English, and biology.

Qualified students are admitted upon presentation of proper credentials. Both undergraduate and graduate work is offered.

Work done in the Summer School may be counted, subject to the regulations of the College and the Graduate School and of the Fac-

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\*Professor, beginning February, 1938.

ulty of the University, toward fulfillment of the requirements for the degrees of Bachelor of Arts, Bachelor of Education, and Master of Arts. Unless otherwise announced, each course is intended to be the equivalent of a course meeting two hours per week throughout a semester and is credited, when accepted toward the fulfillment of the requirements for a bachelor's degree in this University, for two semester hours.

The tuition charges are twenty dollars for a single course meeting five times a week, thirty-five dollars for two or three courses, and forty-five dollars for four courses. Rooms in the vicinity of the University cost from three dollars a week up, and board may be obtained at a reasonable rate.

*The Summer School Bulletin*, published about February 1, contains detailed information about the coming session with descriptions of the various courses, and may be had upon application to the Director of the Summer School, Clark University, Worcester, Mass.

The names of the students who attended the Summer School in 1937 will be found in the Register at the end of this catalogue.

## LIST OF COURSES

The starred courses (\*) are those definitely intended, by the instructor concerned, for students who are candidates for the degree of Master of Arts or of Master of Arts in Education in Clark University. These courses are not restricted to such students, and their acceptance as part of a program leading to the master's degree is subject to the approval of the student's major department and of the Graduate Board.

### GEOGRAPHY

|       |                                     |                  |
|-------|-------------------------------------|------------------|
| SS12. | Weather.                            | DR. A. K. BOTTS  |
| SS14. | Economic Geography.                 | DR. C. F. JONES  |
| SS18. | Geography in the Secondary Schools. | DR. A. K. BOTTS  |
| SS24. | South America.                      | DR. C. F. JONES  |
| SS25. | Land Utilization and Planning.      | DR. W. E. EKBLAW |
| SS27. | Human Geography.                    | DR. W. E. EKBLAW |
| SS28. | Geography in the Social Studies.    | DR. A. K. BOTTS  |

- SS34. Research in Geography. DRS. JONES, EKBLAW AND BOTTS  
 SS190. Mathematical Geography. MR. BURNHAM  
 SS192. Map Interpretation. MR. BURNHAM  
 SS202. Caribbean Field Trip. DR. C. F. JONES  
 SS204. European Field Trip. DR. S. VAN VALKENBERG

## HISTORY

- SS101. History of the United States since 1865. DR. G. A. LEE  
 SS20. Social and Intellectual History of the United States  
 1825-1925. DR. G. A. LEE  
<sup>212</sup>  
~~SS122.~~ History of the United States Government. DR. G. A. LEE

## ECONOMICS AND SOCIOLOGY

- SS19. Educational Sociology. DR. MELDER  
 SS22. Labor and Society. DR. MELDER  
 SS32. Research in Selected Social and Economic Problems.  
 DR. MELDER

## ENGLISH AND DRAMA

- SS126. Continental Drama. PROFESSOR ILLINGWORTH  
 SS5. Stagecraft. PROFESSOR ILLINGWORTH  
 SS140. Appreciation of Literature. PROFESSOR ILLINGWORTH

## EDUCATION

- SS21. Extra-Curricular Activities. DR. GARINGER  
 SS22. Secondary School Teaching and Supervision.  
 DR. GARINGER

## BIOLOGY AND BOTANY

- SS11. The Plant Kingdom. DR. POTTER  
 SS14. The Identification of the Flowering Plants. DR. POTTER  
 SS300. Research in Systematic Botany. DR. POTTER

## THE DEGREE OF BACHELOR OF EDUCATION

The degree of Bachelor of Education is offered to teachers, both men and women, who have completed a two-year normal school course, or its equivalent, and who have had at least one year of experience in teaching. Candidates for this degree are under the direction of the Committee on Extension Courses and Special Students.

The degree is awarded on the satisfactory completion of a program of studies aggregating slightly more than the equivalent of two years of regular college work, in addition to the normal school course. Candidates for the degree may earn the necessary credit in summer school, in extension courses ("Courses of College Grade for Adults"), and in regular college courses. A minimum of thirty (30) semester hours must be earned in residence at Clark University. All or part of the balance may be earned elsewhere, *subject to approval in advance by the Committee on Extension Courses and Special Students or its representative*. A series of courses designated as "COURSES OF COLLEGE GRADE FOR ADULTS" is offered each semester at the University to meet the needs of candidates for the degree of Bachelor of Education. Study outside of regular classes conducted under the auspices of a recognized institution of college grade cannot be accepted for "credit", though such study may be the basis of relief from requirements in particular subjects.

A teacher in active service may normally earn a maximum of four semester hours of credit in each semester of the academic year and six\* hours in a six-week summer school. At this rate, the degree can be secured in five calendar years after the completion of the normal school course. Men who are candidates for the degree and who can devote themselves to full-time study will usually find it possible to enroll in regular college classes for a program yielding fifteen semester hours of credit each semester. *Women are not admitted to college classes at Clark University and will usually not find it possible to secure a full-time program of courses during the regular academic year.*

The program leading to the degree includes requirements in

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\*Full credit will not be given when a student enters a summer school after the first week of the session nor when changes of program are made after the first week of the session.

English, foreign language, laboratory science, social science and education.

### RULES AND REGULATIONS

The more important rules affecting candidates for the degree of Bachelor of Education are stated below.

*It is impossible to cover explicitly, by rule, all situations which may arise in the absence of a fixed curriculum and with the possibility that credit toward the degree may be obtained from a variety of sources. The committee is guided by the general purpose to maintain a reasonable standard, involving suitable choice of courses and satisfactory performance in them.*

1. ADMISSION. Only those who have completed a two-year normal school course or the equivalent may be admitted to candidacy for the degree of Bachelor of Education.

An application for admission to candidacy must be made in writing on a form which may be obtained from the University Recorder. An application should be accompanied by evidence of graduation from a standard high school and an *official* record of all study by the applicant in normal school and college.

Applicants are notified in writing of action on their applications. Such notice in the case of those accepted includes a statement of "credit" allowed on records submitted, and of any special requirements.

2. A MATRICULATION FEE of \$5.00 must be paid for the purpose of opening an official record of credit in the office of the University Recorder.

3. "CREDIT" FROM OTHER INSTITUTIONS.

- a. Credit of 54 semester hours will normally be given for the completion of a standard two-year course in a normal school or teachers college. Less than this may be granted at the discretion of the committee in charge of this work.
- b. After admission to candidacy credit may be allowed for courses taken at approved universities, colleges, or normal schools, provided such courses are authorized in advance. In exceptional cases the Committee may authorize credit for such courses taken without previous approval, but under no circumstances in excess of 75% of the face value of such courses.
- c. Not more than thirty hours of credit may be allowed for home study courses and extension courses taken with

outside institutions. Such work is accepted from only a limited number of sources. This thirty-hour limit applies to the combined total of home study and "extension" courses.

4. REQUIREMENTS FOR THE DEGREE.

- a. 120 semester hours of college credit, including advanced standing granted at the time of admission to candidacy.
- b. At least 30 semester hours of credit earned *in residence* at Clark University. (Included in the total of 120 semester hours)
- c. At least one year's teaching experience.
- d. Requirements in particular subjects:
  - (1) Six semester hours in psychology or education, taken after the completion of the two-year normal school course or its equivalent
  - (2) Six semester hours of laboratory science, taken after the completion of the two-year normal school course or its equivalent.
  - (3) Ten semester hours of English, which may be taken in whole or in part in the normal school course.
  - (4) Twelve semester hours in any *one* foreign language, which may be completed in whole or in part elsewhere than at Clark University. Evidence of the completion of this requirement may be supplied in the following ways: 1. by securing credit in course toward the degree for the twelve semester hours required; 2. by securing credit in course toward the degree for at least the last four semester hours normally required to complete the twelve hour requirement; 3. by passing satisfactorily an examination set by Clark University.
  - (5) Twelve semester hours of economics, geography, government, history, or sociology, at least six of which must be taken after the completion of the two-year normal school course or its equivalent.

NOTE:—Prospective candidates are urged to complete formal enrollment in time to complete at least 30 semester hours of credit toward the degree after admission to candidacy, in order that they may benefit by advice as to requirements and wise selection of courses.

5. STANDARD OF SCHOLARSHIP. A grade better than D+ is required in three-fourths of all credit accepted toward the completion of the requirements for the degree.

6. **LAPSE OF CANDIDACY.** Candidacy for the degree terminates automatically whenever for a period of two years or more a candidate has failed to complete any courses in Clark University yielding credit toward the degree. A candidacy terminated under this rule may be renewed by action of the committee. Such renewal may involve a revision of allowances previously made both in respect to total credit and requirements in particular subjects.

7. **DIPLOMA FEE.** The diploma fee (\$5.00) should be paid to the Bursar not later than the beginning of the semester or summer session in which the requirements for the degree will be completed.

### SPECIAL COURSES FOR TEACHERS

With the needs of candidates for the degree of Bachelor of Education in mind, the University offers a series of college courses for adults designed both in respect to content and time of meeting for teachers in the public schools of Worcester and the surrounding region. These courses are also open to the general public. When occasion arises the subject of aims and methods of teaching is treated in some of these courses.

During the academic year 1937-38, the following courses have been offered:

#### BIOLOGY

- |   |             |
|---|-------------|
| 1. Botany: The Identification of Plants | MR. POTTER  |
| 2. Human Physiology and Hygiene         | MR. PROSSER |

#### ENGLISH

- |                       |                 |
|-----------------------|-----------------|
| 1. Our Contemporaries | MR. ILLINGWORTH |
|-----------------------|-----------------|

#### FRENCH

- |                                       |                  |
|---------------------------------------|------------------|
| 1. Elementary Course                  | MR. DOUGHERTY    |
| 2. Second Year Course                 | MR. CHURCHMAN    |
| 3. Advanced Course: Practical French  | MR. L. L. ATWOOD |
| 4. Advanced Composition and Oral Work | MR. LARUE        |

#### GEOGRAPHY

- |                        |                                     |
|------------------------|-------------------------------------|
| 1. Lands and Peoples   | MR. EKBLAW                          |
| 2. Human Geography     | MR. EKBLAW                          |
| 3. Climate             | MESSRS. JONES AND<br>VAN VALKENBURG |
| 4. Weather and Climate | MESSRS. JONES AND<br>VAN VALKENBURG |

#### HISTORY

- |                                 |               |
|---------------------------------|---------------|
| 1. History of Europe since 1914 | MR. D. E. LEE |
|---------------------------------|---------------|

#### MUSIC

- |          |             |
|----------|-------------|
| 1. Music | MR. JOHNSON |
|----------|-------------|

# CLARK UNIVERSITY BULLETIN

134

MAY, 1937

COURSES OF COLLEGE GRADE FOR ADULTS  
Open to High School Graduates  
of Both Sexes

TO BE OFFERED IN THE  
FIRST SEMESTER  
1937-1938

COURSES MEET ONCE A WEEK  
LATE AFTERNOON  
AND SATURDAY MORNING

# PROGRAM OF COURSES

## MONDAY

|           |                                |
|-----------|--------------------------------|
| 4:20-6:00 | ELEMENTARY FRENCH. Dougherty   |
| 4:20-6:00 | SECOND YEAR FRENCH. Churchn    |
| 4:20-6:00 | PRACTICAL FRENCH. L. L. Atwood |
| 4:20-6:00 | HISTORY (POST WAR EUROPE). L   |

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## TUESDAY

|           |  |
|-----------|--|
| 4:20-6:00 | HUMAN PHYSIOLOGY AND HYGE<br>Prosser               |
| 4:20-6:00 | ENGLISH (OUR CONTEMPORARIES)<br>Illingworth        |
| 4:15-5:55 | GERMAN CULTURE. Jantz                              |
| 4:20-6:00 | WEATHER AND CLIMATE. C. F. J<br>and Van Valkenburg |

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## WEDNESDAY

|           |  |
|-----------|--|
| 4:20-6:00 | FRENCH COMPOSITION AND ORAL W<br>LaRue |
| 4:20-6:00 | INTERMEDIATE GERMAN. Bosshar           |
| 4:20-6:00 | LANDS AND PEOPLES. Ekblaw              |

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## THURSDAY

|           |                |
|-----------|----------------|
| 4:20-6:00 | BOTANY. Potter |
|-----------|----------------|

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## SATURDAY

|             |                 |
|-------------|-----------------|
| 10:00-11:40 | MUSIC. Johnson. |
|-------------|-----------------|

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Entered as second-class matter, December 29, 1920, at the Post Office at Worcester, Mass., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized January 24, 1921.

## Aim and Character of the Work

Clark University will again offer during the 1937-38 a series of courses of college grade for students outside of the regular undergraduate body. Some of these courses, both in respect to content and time of meeting, are intended particularly for teachers in the schools of Worcester, and the surrounding region. Others, however, have no such limited objective, but should appeal to the general public on the grounds of utility or general interest.

All of these courses are open to mature persons who, in the judgment of the instructor, are adequately prepared. Those who do not desire official record of work done are admitted as "auditors" and are not required to "matriculate." The courses are of college grade and may be used for credit by those who are formally enrolled as students for the degree of Bachelor of Education at Clark University. Candidates for the degree of Bachelor of Arts may include these courses in their programs only when official authorization in advance is secured from the College Board.

**Note:** These courses have always been open to high school graduates. They are this year particularly called to the attention of seniors and recent graduates with the thought that an opportunity for further study of this sort might be welcomed by those without employment or those who cannot at present attend a college at distance.

## Date of Opening

Classes will meet for organization and the beginning of work during the week Sept. 27-October 1 on the day specified in the description of course.

Attendance at the first meeting and presence at all classes are highly desirable.

## Registration and Charges

Registration involves the filling out of an enrollment card and payment of the fee. Students are not enrolled until the *enrollment card and the fee* for each course have been received by the Bursar. Those who desire to avoid the delay involved in making payments at the office of the Bursar may enroll by mail.

Tuition charges are \$8.00 for a course meeting one hour a week for one semester, and \$15.00 for a course meeting two hours a week for one semester.

The matriculation fee of \$5.00 is a charge for the opening of an official record in the office of the university Recorder. Matriculated students receive official certificates on which credit toward a degree may be granted at Clark University or elsewhere, subject to the standing regulations of the institution to which they may be presenting the certificate.

Class lists for all courses will be closed September 9, 1937, and all fees are payable by noon of that date. Enrollment after that date will be possible only by consent of the instructor concerned.

A late registration fee of one dollar for each week of delay, or fraction thereof, will be charged.

ged in all cases when the fee is paid after above date.

quiries, applications, and registrations may attended to by mail, to the advantage of concerned.

## Standards, Credit, Terms of Admission

ly courses of college grade will be given, but nts without the conventional preparatory ing may be admitted to any course at the dis- on of the instructor.

urses will meet for periods of 50 to 100 min- The usual hours for afternoon courses run- for 100 minutes will be from 4:20 to 6:00.

edit. When accepted for credit toward the ee of Bachelor of Education in this University, semester hour will normally be granted for e-hour course (50 minutes) meeting 16 times, two semester hours for a two-hour course (minutes) meeting 16 times.

egular outside preparation or collateral read- is expected in every course, except in the of "auditors." This outside work will be ar in amount to the preparation expected egular undergraduate courses, namely an age of two hours per week for each semester of credit in the course. Those who prefer ttend without doing any outside work are ome, but will be classed as "auditors."

view of the outside work required, it is ob- sly unwise for students who are otherwise to attempt many of these courses at the e time. By vote of the committee in charge

of this work, persons who are in any full-employment will not be permitted to register at any one time for courses carrying more than four semester hours credit.

## The Degree of Bachelor of Education

This degree is offered to teachers with at least one year's full-time teaching experience. Admission to candidacy for the degree is based on a satisfactory academic record showing the completion of a regular two-year Normal School course or its equivalent. The courses described in this circular may be used toward the completion of the requirements for this degree.

It is important to note that acceptance for enrollment in these courses carries no implication whatever in respect to candidacy for the degree. Those who intend to become candidates should file a formal application at the earliest possible date. A total credit equal approximately to one-quarter of the entire amount normally required must be completed *after admission to candidacy* before the degree will be conferred.

Particular attention of candidates for the degree of Bachelor of Education is called to the ruling of the committee in charge to the effect that, after admission to candidacy, credit may be allowed for courses taken outside of the University at approved universities, colleges, or normal schools (and not at other types of institution), provided such courses are authorized in advance. In exceptional cases the committee may authorize credit for such courses when taken without previous approval,

Under no circumstances will such credit exceed 75% of the face value of such courses. The new regulations embodied in this section will become operative June 1, 1937; credits presented before that date will be evaluated by the committee.

A descriptive circular containing regulations for this degree (also printed in the General Catalog), as well as blank forms for application for admission to candidacy, may be obtained from the University.

FOR FURTHER INFORMATION ADDRESS:  
LYDIA P. COLBY, *Recorder*.

# LIST OF COURSES

**NOTE:** Any course for which there are fewer than 20 registrations at the time of the second scheduled meeting may be discontinued at discretion of the instructor in charge.

## Biology

1. **BOTANY: THE IDENTIFICATION OF PLANTS.** This course is designed to acquaint the student with methods used in the identification of flowering plants. The structure of the flower will be studied and the student, equipped with previous knowledge, will thus be able to use Keys which different types of plants are determined. Emphasis will be placed upon our local flora. Laboratory fee, \$1.00 per semester.

*Two Semester Hours*

*Thursdays, 4:20-6:00*

MR. POTTS

*Room 206*

2. **HUMAN PHYSIOLOGY AND HYGIENE.** A survey of the functioning of the principal systems of the human body. Lectures and demonstrations. This course will continue through the year, and each semester may be taken separately. There is a laboratory fee of \$1.00 per semester.

*Two Semester Hours*

*Tuesdays, 4:20-6:00*

MR. PROSSER

*Room 206*

## English

**OUR CONTEMPORARIES.** An examination of the works and the influence of recent developments in the novel, poetry, drama, and biography.

processes and functions of literary criticism will be considered with each type of literature read under the following topics:

1. Understanding
2. Interpretation
3. Practical and Ethical Standards
4. Standards of Taste
5. Impressionism and Expressionism

lectures, recitations, prescribed and collateral readings.

While this course is similar in method to those previously given under the same title, the material used in this semester will be entirely new and there will be no duplication of credit.

*Two Semester Hours*

*Tuesdays, 4:20-6:00*

MR. ILLINGWORTH

*Room 102*

## French

**ELEMENTARY COURSE.** A general introductory course, with particular attention to French-to-English translation from carefully graded reading selections and regular drills in pronunciation. The material in an elementary grammar will be completed by the end of the second semester. Open to beginners and to others who may desire to review their acquaintance with elementary French.

*Two Semester Hours*

*Tuesdays, 4:20-6:00*

MR. DOUGHERTY

*Room 218*

**SECOND-YEAR COURSE.** Review of the elements, continuation of reading (both rapid and

intensive), and further work in comprehension, ear, in writing, and in speaking. Pronunciation drill on a phonetic basis. This course is open to all who have taken the course for beginners to others who have secured a knowledge of elementary French by the equivalent of two years' work in the high school. The emphasis will continue to be upon reading, but fundamental work in the other techniques will receive special attention. "Silent reading" will be stressed. There may possibly be an extra hour on alternate weeks devoted to unprepared work in pronunciation and in aural-oral drills. Possibly also a bi-weekly optional tutorial hour for those needing help with special difficulties.

*Two Semester Hours*

*Mondays, 4:20-6:00*

MR. CHURCHMAN

*Room 104*

3. ADVANCED COURSE: PRACTICAL FRENCH. The main purpose of the course is the development of facility in the use of spoken French. There will also be practice in letter writing. Although, as far as possible, French will be the language of the classroom, it is not assumed that the student has already acquired facility. This will come with practice. A knowledge of the fundamentals of grammar is all that is necessary. Advanced French, when the content is changed, may be repeated once with full credit, but not more than once.

*Two Semester Hours*

*Mondays, 4:20-6:00*

MR. LELAND L. ATWOOD

*Room 102*

5. ADVANCED COMPOSITION AND ORAL WORK. Advanced exercises in English-to-French translation with a view to improving French style and grammar. Reading and criticism of book reports and other papers on various topics. Additional instruction in phonetics and peculiar difficulties of French syntax.

Open for credit to those who have had at least 2 semester hours of French. Second period open, without fees or credit, to auditors, in place of former Seminar.

*Two Semester Hours*

*Tuesdays, 4:20-6:00*

MR. LARUE

*Room 104*

## Geography

1. WEATHER AND CLIMATE. An introduction to the elements of weather and climate, with special emphasis on those phases which can be of direct help to the teacher in class work. This course will count as science credit.

*Two Semester Hours*

*Tuesdays, 4:20-6:00*

MESSRS. CLARENCE F.

*Room 120*

JONES AND VAN VALKENBURG

2. LANDS AND PEOPLES. A cultural and inspirational presentation of the part that the lands of the world have played in the evolution of peoples and the history of nations. The lectures, in part illustrated, will include the interpretation of the social, economic, and political conditions of ancient and modern nations in terms of their land, its character, occupancy, and utilization.

*Two Semester Hours*

*Tuesdays, 4:20-6:00*

MR. EKBLAW

*Room 120*

## German

[1. ELEMENTARY GERMAN. This course is designed to give practical training in German to persons with little or no previous experience in the language. It makes a careful study of the grammatical fundamentals and the close relationship between English and German, and uses the spoken word freely for the acquisition of a limited active vocabulary. Reading of easy prose and poetry. Not offered in 1937-38.]

MR. BOSSHART

2. INTERMEDIATE COURSE. This course offers oral and written composition, stressing the fluent use of modern German. The reading material includes prose selections, poems, and songs. Some of the poems and songs will be interpreted with the aid of records of prominent actors and singers. The course is a continuation of "Elementary German"; students inadequately prepared will receive special help in the beginning of the course.

*Two Semester Hours*

*Wednesdays, 4:20-6:00*

*Room 106*

MR. BOSSHART

[3. INTRODUCTION TO GERMAN LITERATURE. Third year course. Extensive conversation and composition in conjunction with the reading of an introductory book like Fleissner's *Deutsches Literaturlesebuch* during the first semester, to be followed in the second semester by the reading of selected works of Goethe and Schiller. Not offered in 1937-38.]

MR. JANT

4. GERMAN CULTURE. An illustrated lecture course aiming to sketch the development of German civilization, its history, folk-lore, art, music, and literature from the early Middle Ages to the present day. Guest speakers will be invited from time to time to discuss various phases of the subject. The facilities of the Worcester Art Museum: books, slides, other illustrative material, phonograph recordings, also leading German films, will be available. The lectures will therefore be held at the museum and not at Clark. This course may be taken either as an elective with no language prerequisite and all collateral reading in English, or as an advanced language and literature course with most of the reading in German, confirmed by comprehensive written reports. This course continues through the year, carrying a total of four hours credit.

*Two Semester Hours*  
*Tuesdays, 4:15-5:55*  
*Worcester Art Museum*

MR. JANTZ

## History

EUROPE SINCE 1871. A survey of the major developments with emphasis upon the international relations of the great European powers. Reading and lectures.

*Two Semester Hours*  
*Mondays, 4:20-6:00*  
*Room 117*

MR. LEE

## Music

MUSIC. A study of masterpieces of music in the several forms of suite, sonata, symphony, overture: an historical survey stressing the correlation of music to the arts and to the social conditions of the times. Lectures, assigned readings, attendance at concerts, and illustrations by phonograph. No previous study of music is required but some experience as listener is desirable. The year study will begin with Carl Philipp Emanuel Bach and the beginnings of sonata-form, and extend to Debussy, including Haydn, Mozart, Beethoven, Weber, Schubert, Schumann, Liszt, Berlioz, Wagner, and Brahms; the art song, and foundation of modern opera will be given brief survey.

*Two Semester Hours*

*Saturdays, 10:00-11:40*

*Room 103*

MR. JOHNSON

## STAFF

L. ATWOOD—Head of Department of Modern Languages, Worcester Polytechnic Institute.

M. BOSSHARD—Associate Professor of German.

H. CHURCHMAN—Professor of Romance Languages.

M. DOUGHERTY—Assistant Professor of Romance Languages.

E. EKBLAW—Professor of Geography.

S. ILLINGWORTH—Associate Professor of English.

S. JANTZ—Assistant Professor of German.

E. JOHNSON—Instructor in Music and Director of the Musical Clubs.

F. JONES—Professor of Geography.

O. LARUE—Formerly Professor in Assumption College.

E. LEE—Associate Professor of Modern European History.

DAVID POTTER—Associate Professor of Biology.

L. PROSSER—Assistant Professor of Physiology.

VAN VALKENBURG—Professor of Geography.

FACULTY COMMITTEE IN CHARGE

H. M. BOSSHARD

S. J. BRANDENBURG

R. S. ILLINGWORTH

VERNON JONES

H. P. LITTLE

P. H. CHURCHMAN, Chairman

*COURSES FOR GRADUATE  
STUDENTS IN EDUCATION*

*SEND FOR DESCRIPTIVE  
PAMPHLET*

# A Course in the Appreciation and Understanding of Music

Designed for the listener, occasional concert-goer, or the musical amateur and for the beginning student of music.

## *First Semester—The Vienna Classicists*

Introduction: Brief theoretical background, with explanation of terminology employed in the course.

Survey of those forms which contributed to the evolution of the Symphony. The Suite, Sonata, Minuet, Rondo, Theme and Variations; the Concerto, Song Form.

Works studied: Kuhnau, Biblical Sonata *David and Goliath*, C. P. E. Bach, Pianoforte Sonata, No. 1 in F minor, Haydn, Symphony in G Major *The Surprise*, String Quartet, Opus 71, No. 1.

Social conditions affecting the art of music in the time of the Vienna Classicists.

W. A. Mozart: The perfection of form and development of instrumental style.

Works studied: Symphony in G minor (K. 550), Pianoforte Sonata, A Major, Pianoforte Concerto in B flat (K. 595), *Don Giovanni* or *The Marriage of Figaro*.

Ludwig Van Beethoven: The extension of Sonata form to provide for new content; enlarged orchestral technic; the expression of personal feeling in music; evolution of the pianoforte.

Works studied: Symphony No. V, Symphony No. III, Symphony No. IX (last movt.), Concerto for violin and orchestra, Pianoforte Sonatas Opus 14, No. 1, and Opus 7; one other work (usually string quartet, or violin sonata).

Musical life in the time of Beethoven; Vienna as the capitol of Europe.

(Over)

Franz Schubert as classicist; chamber works and symphonies (songs are studied during the second semester.)

### *Second Semester—Program Music*

Decline of the singspiel and rise of the Romantic Opera; the Overture.

Works studied: Weber, Overture to *Der Freischütz*  
Mendelssohn, *A Midsummer Night's Dream*.

Rise of the solo song; the "Art" Song: Franz Schubert and Robert Schumann as quintessence of the Romantic Movement.

The perfected pianoforte as a means of personal expression; Frederic Chopin.

Works studied: Songs by Schubert and Schumann  
Schumann: Quintet in E flat, Opus 44, miscellaneous pianoforte works. Chopin: representative works.

French independence of thought with adherence to the classic ideal in opera. Rise of the virtuoso performer; Paganini and Franz Liszt. Extravagance of Hector Berlioz and Giacomo Meyerbeer.

New conceptions of dramatic music; emergence of Richard Wagner as prophet of German Nationality.

Works studied: *Lohengrin* or *Tannhauser*, *Die Walküre* (Act I), *Die Meistersinger* or *Tristan und Isolde*.

Consummation of classic and romantic styles in absolute music: Johannes Brahms.

Works studied: Symphonies II or III, Songs, or chamber work.

If time remains, work by Franck, Debussy, Ravel, R. Strauss and Stravinsky will be briefly surveyed.

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While much may be gained from correlative reading during the entire year, emphasis is placed on actual contact with the scores and on hearing of the music. The course is designed to make each semester complete in itself; thus the second semester is not dependent on the first, though naturally deriving from it. The ability to listen intelligently through acquaintance with a minimum repertory common to concert hall and radio programs is the primary objective.

# CLARK UNIVERSITY

Offers Late Afternoon and Saturday Morning Courses of College Grade for Adults

(Open to High School Graduates, Both Men and Women, and by Consent of the Instructor to Students Without the Conventional Training.)

These courses may be taken for credit by those who are formally enrolled as candidates for the degree of Bachelor of Education in Clark University.

## BOTANY

A systematic study of the flowering plants, with special emphasis upon our local flora. Laboratory fee of \$1.00.

*Two semester hours*  
*Thursdays, 4:20-6:00*  
*Room 206*

MR. POTTER

## OUR CONTEMPORARIES (English)

An examination of the works and influence of recent developments in the novel, poetry, drama, and biography. Lectures, recitations, prescribed and collateral readings. A supplementary bulletin is available on request.

*Two semester hours*  
*Tuesdays, 4:20-6:00*  
*Room 102*

MR. ILLINGWORTH

## ELEMENTARY FRENCH

A continuation of the work of the first semester, with particular attention to French-to-English translation. A survey of elementary grammar and an introduction to pronunciation. Open to new registrants who have had not less than one year of high school French.

*Two semester hours*  
*Mondays, 4:20-6:00*  
*Room 218*

MR. DOUGHERTY

## SECOND-YEAR FRENCH

Continuation of the work of the first semester, with emphasis upon rapid reading for content, accompanied by translation, composition, and oral exercises. Open to new registrants who have had two years of high school French.

*Two semester hours*  
*Mondays, 4:20-6:00*  
*Room 104*

MR. CHURCHMAN

## ADVANCED PRACTICAL FRENCH

Development of facility in spoken and written French. Continuation of the work of the first semester, but open to new registrants with a knowledge of the fundamentals of grammar.

*Two semester hours*  
*Mondays, 4:20-6:00*  
*Room 102*

MR. LELAND L. ATWOOD

## ENROLLMENT JANUARY 31—FEBRUARY 7, 1938

Weekly Calendar

### MONDAY

Europe Since 1914  
Elementary French  
Second Year French  
Advanced Practical French

### TUESDAY

Human Physiology and Hygiene  
English (Our Contemporaries)  
Weather and Climate

### WEDNESDAY

French Composition and Oral Work  
Human Geography

### THURSDAY

Botany (Local Flora)

### SATURDAY

Music (From Schumann to Schoenberg)

## ADVANCED COMPOSITION AND ORAL WORK

Advanced exercises in English-to-French translation; reading and criticism of book reports and other papers on various topics. Open for credit to those who have had at least 12 semester hours of French.

*Two semester hours*  
*Wednesdays, 4:20-6:00*  
*Room 104*

MR. LaRUE

## HISTORY OF EUROPE SINCE 1914

A survey of recent and contemporary European events beginning with the immediate causes for the outbreak of the World War.

*Two semester hours*  
*Mondays, 4:20-6:00*  
*Room 117*

MR. DWIGHT E. LEE

## HUMAN GEOGRAPHY

A résumé of geographic elements in the evolution of man's domestic and social activities.

*Two semester hours*  
*Wednesdays, 4:20-6:00*  
*Room 120*

MR. EKBLAW

## HUMAN PHYSIOLOGY AND HYGIENE

A survey of the functioning of the principal systems of the human body. Lectures and demonstrations. Continuous through the year, but each semester may be taken separately. Laboratory fee of \$1.00.

*Two semester hours*  
*Tuesdays, 4:20-6:00*  
*Room 206*

MR. PROSSER

## MUSIC

The Romantic Movement, from Schumann to Brahms, including Berlioz, Chopin, Liszt, and Wagner; the Impressionists, notably Debussy, and a brief consideration of our contemporaries Richard Strauss, Sibelius, and Stravinsky. A supplementary bulletin is available on request.

*Two semester hours*  
*Saturdays, 10:00-11:40*  
*Room 103*

MR. JOHNSON

## WEATHER AND CLIMATE

An introduction to the elements of weather and climate, with special emphasis on those phases which can be of direct help to the teacher in class work. This course will count as science credit.

*Two semester hours*  
*Tuesdays, 4:20-6:00*  
*Room 120*

MESSRS. CLARENCE F. JONES  
and VAN VALKENBURG

Tomorrow's Weather?      Recent Developments in Drama and the Novel?

How to Read and Speak French?

Causes of the World War?

How the Body Functions?

Why Men Live Where They Do?

The Music-Dramas of Richard Wagner?

How to Identify Plants?



# CLARK UNIVERSITY BULLETIN

No. 136

January 1938

Clark University again offers a selected list of courses to the public of Worcester and vicinity during the late afternoons and Saturday mornings. All of these courses of college grade are open to mature persons who desire to make the most of their leisure time through systematic study under recognized auspices.

Credit may be earned by those formally enrolled as candidates for the degree of Bachelor of Education in Clark University, but those not desiring an official record of work done are admitted as "auditors" and are not required to "matriculate". To this last group belong the vast number of persons who wish to develop and broaden the scope of their knowledge for general social and cultural purposes, whereas recent high school graduates unable to assume a full college program may continue their education in part. Use of the Library is extended to all who are enrolled in any course.

## REGISTRATION AND CHARGES

Registration involves the filling out of an enrollment card and payment of the fee. Students are not enrolled until the *enrollment card and the fee* for each course have been received by the Bursar. Those who desire to avoid the delay involved in making payments at the office of the Bursar may enroll by mail. A late registration fee of one dollar is charged.

Tuition charges are \$15.00 for a course meeting two hours a week for one semester. A matriculation fee of \$5.00 is paid by credit students but not by auditors.

## DEGREE OF BACHELOR OF EDUCATION

A descriptive circular containing regulations for this degree (also printed in the General Catalog), as well as blank forms for admission to candidacy, may be obtained from the University.

For further information address:

LYDIA P. COLBY, *Recorder.*

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Entered as second-class matter, December 29, 1920, at the Post Office at Worcester, Mass., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized January 24, 1921.

## DEPARTMENTAL ANNOUNCEMENTS

*Beginning September, 1934, units of instruction for undergraduates are listed as "courses" and fractions of a "course." A "course" normally meets for class room or laboratory exercises three or four times weekly throughout the year. A "half course" normally meets with the same frequency throughout one semester. Classes meeting twice weekly normally yield credit for one third of a course in each semester.*

*Each unit of undergraduate instruction as listed below constitutes one "course" unless its value as a fractional course or a multiple course is indicated.*

*Advanced courses, not primarily for undergraduates, are announced with a statement of the number of weekly meetings. Undergraduates who are permitted to enroll in such courses should carefully check with the Recorder to avoid any misunderstanding in regard to the equivalent number of "courses" represented by their programs.*

Courses offered by the several departments are listed under three headings:

1. PRIMARILY FOR UNDERGRADUATES, designated by numbers beginning with the figure (1).
2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES, designated by numbers beginning with the figure (2).
3. PRIMARILY FOR GRADUATE STUDENTS, designated by numbers beginning with the figure (3).

Credit for the first semester alone is given in all courses except in cases where a department, by a note following the description of the course, specifically reserves the right to withhold credit until the second semester of the course is satisfactorily completed.

Any course may be entered at the beginning of the second semester, with the consent of the instructor, by students who are prepared to take up the work of the course at that time.

### DEPARTMENT OF ANCIENT LANGUAGES

PROFESSOR BRACKETT

A major in ancient languages consists (1) of four courses involving the study of the Greek or Latin language, or of both; (2) of Greek 17, and (3) of two courses in English literature.

## COURSES IN GREEK

**11. First Year Course.** Divisible only in special cases with the approval of the department and of the College Board.

Open to freshmen.

Through the year. M. W. F., 9.

MR. BRACKETT

**12. Xenophon, *Anabasis*; Homer, *Iliad*.** About ten weeks at the beginning of the year are devoted to reading selections from the *Anabasis*, the principal aim being to increase the student's facility in translation. The remainder of the year is devoted to the *Iliad*.

Open to freshmen.

Through the year. M. W. F., 9.

MR. BRACKETT

Not offered in 1937-38.

**13. The Greek Drama.** Aeschylus, *Prometheus Bound*; Sophocles, *Antigone*; Euripedes, *Medea*.

Through the year.

MR. BRACKETT

Not offered in 1937-38.

**16a. Greek Tragedy in English.** Plays of Aeschylus.

*Half course*, first semester. M. W. F., 9.

MR. BRACKETT

Not offered in 1937-38.

**Greek 17. Greek Civilization.** This course will cover the period from the beginnings of Greek history to 146 B.C.

Open to freshmen with the consent of the instructor.

Through the year. T. Th. S., 11.

MR. BRACKETT

## COURSES IN LATIN

## 1. PRIMARILY FOR UNDERGRADUATES

**11. First Year Course.**

Open to freshmen.

Through the year. T. Th. S., 10.

MR. BRACKETT

Not offered in 1937-38.

**12. Cicero,** First Oration against Verres, selected Epistles; Selections from **Catullus; Horace,** selected Epodes and Odes.

Open to freshmen.

Through the year. M., 3; W. F., 12.

MR. BRACKETT

**15. Selections from Caesar, Cicero and Ovid.** This course is open to students who have had Latin 11 or its equivalent. The principal aim is to increase the student's ability to read Latin.

Through the year. T. Th. S., 9.

MR. BRACKETT

Not offered in 1937-38.

**16a. Selections from Lucretius, De Rerum Natura and Cicero, Tusculan Disputations.**

*Half course*, first semester.  
Not offered in 1937-38.

MR. BRACKETT

**18b. The Teaching of Latin; Latin Composition.**

*Half course*, second semester.  
Not offered in 1937-38.

MR. BRACKETT

**17. Roman History.** This course will deal with the history of Rome from the earliest period to the downfall of the Western Roman Empire.

*Half course*.  
Not offered in 1937-38.

MR. BRACKETT

## COURSES IN ART AND MUSIC

LORING HOLMES DODD, *Professor of Rhetoric, Curator of Art.*

H. EARLE JOHNSON, *Instructor in Music, Director of Musical Organizations.*

The following courses are offered; (a) as general electives; (b) as means for satisfying the general requirement in art, music and (or) literature [see 3 (c) under "Requirements for the degree of Bachelor of Arts"].

The following courses are not accepted in fulfilment of requirements in English or in "Division B."

**Art 10b. The Art of My Country.** American accomplishment in painting, sculpture and architecture. Illustrated lectures, assigned readings, field trips.

*Half course*, second semester. T. Th. S., 9.  
Not offered in 1937-38.

MR. DODD

**Art 11b. Great Moments in the Art of Europe.** The outstanding eras in painting, sculpture and architecture in the several countries of Europe. Illustrated lectures, assigned readings, frequent visits to museums.

*Half course*, second semester. M. W. F., 9.

MR. DODD

**Music 12.** A survey course in the history and understanding of music, beginning with Carl Philipp Emmanuel Bach and the genesis of sonata-form, and extending to the contemporary scene. From March first the course of study treats of primitive music, the Greek

modes and music of the Middle Ages, culminating in the perfection of contrapuntal style through Johann Sebastian Bach.

Elective for sophomores, juniors, and seniors.

Divisible only with the consent of the instructor.

Through the year, M. W. F., 11.

MR. JOHNSON

**Music 13a.** The Opera. A course in the evolution of opera from Peri's *Dafne* to Richard Strauss' *Elektra*. Special attention will be given to the social and literary backgrounds which underlie the music drama.

*Half course*, first semester.

MR. JOHNSON

New course, to be offered in 1938-39.

## DEPARTMENT OF BIOLOGY

PROFESSOR HOAGLAND, ASSOCIATE PROFESSOR POTTER\*\*,  
ASSISTANT PROFESSOR PROSSER†, ASSISTANT PROFESSOR POMERAT\*,  
MR. FOSTER

*Research Associate*, MR. RUBIN

## GENERAL STATEMENT

The Department of Biology is on the second floor of the Main Building of the University. The laboratories are well-equipped for the courses offered and contain special equipment for advanced investigations in physiology. In addition, annual funds are available for purchasing and building apparatus as it may be required. The University Library contains complete files of the more important periodicals and reference works. Certain assistantships, fellowships and scholarships are available from time to time.

## UNDERGRADUATE WORK

Biology 11 presents a comprehensive view which is prerequisite to all other courses in the department. Courses 12, 14, 15a, 16b, and 17b are planned to give the undergraduate a working acquaintance with fundamental aspects of zoölogy and botany. Courses 200 and 201 introduce the student to the behavior of living systems.

An undergraduate majoring in biology is expected to complete at least:

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\*\*Professor, beginning February, 1938.

†Associate Professor, beginning February, 1938.

\*Absent on leave, 1937-38.

1. Biology 11 and three advanced courses, including Biology 12 and 200. Candidates for honors in biology should also take Biology 14.

2. Mathematics 10 or 11.

3. Physics 11.

4. Chemistry 11.

5. French or German to an amount sufficient for a good reading knowledge.

Undergraduates who major in biology should elect additional courses in chemistry or in physics. Biology 200 and 201 bring to a biological focus, in the study of living organisms, many chemical and physical principles.

The departments of chemistry, biology and physics recommend the following program for pre-medical students. These recommendations do not in any way affect the general requirements of the College which apply to all students in the College.

#### *Freshman Year*

Biology 11, or

Chemistry 10 or 11

English 11

A course in "division B"

A modern language

Mathematics 10 or 11

General Biology

General Chemistry

NOTE: Students who are prepared to carry a program of six courses successfully, will be able to elect both Biology 11 and Chemistry 10 in the freshman year. Chemistry 11 conflicts with Biology 11, so that these courses cannot be taken in the same year.

#### *Sophomore Year*

Chemistry

Biology 12

A course in "division B"

A modern language

Mathematics 12

Analysis

Comparative Anatomy

Analytic Geometry and Calculus

#### *Junior Year*

Chemistry

Biology 200

Physics 11

Physical Chemistry

Comparative Physiology

General Physics

An elective to complete any general requirements not already met in full.

#### *Senior Year*

Chemistry 15

Chemistry 110

Biology 201

A second advanced course in Biology

An elective

Organic Chemistry, lectures

Organic Chemistry, laboratory

Bio-physics

## GRADUATE WORK

Students whose records are approved by the department may be admitted by the Graduate Board for work leading to the degree of Master of Arts in biology or to the degree of Doctor of Philosophy in physiology. The general plan of organization involves a relationship between the Department of Psychology and the Department of Biology whereby students in either department may be credited with specific advanced courses in the other. Certain advanced courses in the departments of physics, chemistry and mathematics may also be credited in the Department of Biology. Through departmental connections with the Worcester State Hospital opportunities are available for certain aspects of medical research.

The general requirements for the master's degree and for the doctorate are stated elsewhere in this catalog. In addition to the general requirements, the department has a supplementary requirement that an additional copy of each doctor's dissertation must be deposited with the department.

The analysis of fundamental activities of living organisms is necessarily undertaken upon the basis of physico-chemical principles. For this reason a foundation in physics, chemistry and mathematics as well as in biology is essential for advanced work in physiology.

## COURSES IN BIOLOGY

*It should be borne in mind that many of the courses in Biology are given in alternate years. The special course sheets given out at the time of registration should be consulted.*

## 1. PRIMARILY FOR UNDERGRADUATES

**11. General Biology.** An introduction to the fundamental principles and problems of biology. Indivisible course.

Open to freshmen.

Through the year. M. W. F., 11; M., 2.

MR. POTTER AND MR. FOSTER

**12. Vertebrate Zoology.** A study of the morphology of the vertebrates from a comparative standpoint which traces the evolution of animals from fish to mammals. Lectures and laboratory work.

Through the year. W. F., 9. T. F., 2.

MR. FOSTER

**13. Seminar in General Biology.** Credit is not given for this course. All students in the department are invited to attend and to participate.

STAFF OF THE DEPARTMENT

**14. Botany.** First semester, morphology and taxonomy of the lower plants. The laboratory work consists of a critical study of types from the most important natural families.

Second semester, systematic botany of the higher plants.

Prerequisite, Biology 11, first semester.

Through the year. Tu. Th. S., 11; Th., 2.

MR. POTTER

**15a. Invertebrate Zoology.** A detailed study of the structure, life history, habits, and distribution of invertebrate types. Two lectures and two laboratory periods per week.

*Half course*, first semester.

MR. POMERAT

Not offered in 1937-38.

**16a. Histology.** A comprehensive course dealing with tissue structure. Emphasis is placed on the study of mammalian tissues. Two lectures and two laboratory periods per week.

*Half course*, first semester.

MR. FOSTER

**17b. Embryology.** A consideration of the fundamentals of embryology. Two lectures and two laboratory periods per week.

*Half course*, second semester.

MR. POMERAT

Not offered in 1937-38.

**140. Systematic Botany.**

MR. POTTER

**160. Microscopical Technique.** The principles of fixing, sectioning and staining tissues will be worked out in the laboratory.

Through the year.

MR. POTTER

Not offered in 1937-38.

## 2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES

**200. Comparative Physiology.** The principal types of functions in living systems as they occur in animals and plants. Biology 11 is a prerequisite and Biology 12 is advised. Two lectures and two laboratory periods per week.

Through the year. Tu. Th., 11 and two laboratory periods.

MR. PROSSER

Courses 200 and 201 replace course 206 as offered in 1937-38.

**201. General Physiology (Biophysics).** Open to students who satisfy the instructor as to their preparation in physics, chemistry and mathematics.

The nature of living substance is considered in terms of its component materials and their physico-chemical properties. Three lectures and one laboratory period per week.

Through the year. M. W. F., 11, and laboratory period.

MR. HOAGLAND

**202a. Physiology of Reproduction.** A discussion of the problems of sexual periodicity, mating behavior, hormonal control of reproduction processes, the biology of the testes and the ovary.

*Half course*, first semester. Hours to be arranged. MR. POMERAT  
Not offered in 1937-38.

**202b. Genetics.** An introduction to the principles of genetics.

*Half course*, second semester. MR. POTTER  
Not offered in 1937-38.

**203. Special Problems.** Advanced semi-independent study of an approved topic under the direction of a member of the staff.

Hours and credit to be arranged. STAFF OF THE DEPARTMENT

**204. Physiology of Central Nervous Systems.** First semester, reflex action; second semester, functions of higher centers

*Three hours*, through the year. MR. PROSSER  
New course to be offered in 1938-39.

**205. Seminar in Experimental Biology.** Credit is not given for this course. All students in the department are invited to attend and to participate.

STAFF OF THE DEPARTMENT

**206. General and Comparative Physiology.**

*Double course*, through the year. MESSRS. HOAGLAND AND PROSSER  
To be replaced in 1938-39 by Biology 200 and 201.

**207. Mechanisms of Reaction (seminar).** Mechanisms underlying the behavior of organisms are considered from the standpoint of experimental physiology.

*Two hours*, through the year. MR. HOAGLAND

To alternate with course 207 below.

To be offered as Biology 206 in 1938-39.

**207. The Philosophy of Science (seminar).** Readings, lectures and discussions by students and staff dealing with aspects of the historical, humanistic, and metaphysical background of science and the relation of science to society. Students and staffs of other departments are invited to attend and to participate.

*Two hours*, through the year.

New course to be offered in 1938-39. To alternate with course 206.

**210b. Invertebrate Zoology.**

*Half course*, second semester. M. W. F., 10; T., 2.

MESSRS. POTTER, PROSSER, AND FOSTER

### 3. PRIMARILY FOR GRADUATE STUDENTS

**307. Readings in Physiology.** Open to candidates for the doctorate in physiology. Reading and tutorial conferences on special topics. Credit to be arranged. MR. HOAGLAND and MR. PROSSER

308. **Research in Physiology.** Credit to be arranged.  
MR. HOAGLAND AND MR. PROSSER
309. **Research in Botany.** Credit to be arranged. MR. POTTER
310. **Research in Zoology.** Credit to be arranged.  
MR. POMERAT

## DEPARTMENT OF CHEMISTRY

PROFESSOR MERIGOLD, PROFESSOR BULLOCK, ASSISTANT PROFESSOR  
MACDOUGALL

Courses in chemistry fall into two groups:

First, those primarily for undergraduates. They furnish a foundation for professional work in chemistry or medicine, and are suitable for students desiring some knowledge of the subject as part of their general education.

Second, those primarily for graduates, leading to advanced degrees.

## UNDERGRADUATE WORK

Students who intend to become professional chemists or to study for an advanced degree in chemistry should *major* in chemistry and take at least two years' work in physics.

They are advised to conform as closely as possible to the schedule given below.

*First year:* Chemistry 10 or 11; Mathematics 10 or 11; English 11; social science (Division B) and foreign language.

*Second year:* Chemistry 12a, 13b, and 14; Physics 11; Mathematics 12; fine arts or literature; and a continuation of work in foreign language.

*Third year:* Chemistry 15, 110, and 19; and electives.

*Fourth year:* Five courses, chosen from the following: Chemistry 111, 212b, 214, 215; Physics 14 and 15; an elective. A choice, with reference to future work, should be made after consultation with the chemistry staff.

Those students who intend to enter the field of secondary education should acquaint themselves with the requirements in "education" of state and local licensing boards and prepare to meet these requirements. This may necessitate the omission of certain courses in chemistry scheduled for the third and fourth years.

Students intending to study medicine should consult the statement regarding pre-medical training in the announcement of the Department of Biology.

Attention is called to laboratory fees and breakage deposits listed under the general heading "Laboratory Fees and Deposits."

#### GRADUATE WORK

The Department of Chemistry provides graduate students with training in the fundamental principles of chemistry sufficiently broad to prepare them adequately for a scientific career.

Requirements for advanced degrees cannot be met merely by pursuing a course of studies or by carrying on an investigation. Hence no definite course of graduate studies is outlined. Ordinarily, completion of the undergraduate program outlined above will be a prerequisite for graduate work in chemistry.

All graduate students are required to have an adequate reading knowledge of French and German. This requirement applies to candidates for either the master's degree or the doctor's degree.

Students registered for advanced degrees are expected to spend not less than eighteen hours per week in the laboratory. This may include special laboratory work in organic, inorganic, and physical chemistry.

Graduate scholarships and fellowships are available to students in this department.

### COURSES IN CHEMISTRY

#### 1. PRIMARILY FOR UNDERGRADUATES

**10. Elementary Chemistry.** Intended primarily for students who have not previously studied chemistry. Equivalent to course 11 as preparation for advanced courses.

Indivisible course.

Open to freshmen who have not studied chemistry in high school.

Through the year. Tu. Th. S., 9; Th., 2. MR. MACDOUGALL

**11. General Chemistry.** Chiefly inorganic. Systematic study of the elements and their principal compounds and the fundamental laws and theories of chemistry. Three lectures and three hours of laboratory work per week. Divisible only by consent of instructor.

Open to freshmen who have studied chemistry in high school.

Through the year. M. W. F., 11; M., 2. MR. MERIGOLD

**13. Qualitative Analysis, Basic and Acid.** Chiefly laboratory work, nine hours per week. Occasional lectures, and recitations upon the theories involved. Prerequisite, course 11 or its equivalent.

Through the year. Tu. F., 2.

MR. BULLOCK

Course 13 will not be offered after 1937-38. See courses 12a and 13b.

**12a. Qualitative Analysis.** Chiefly laboratory work, nine hours per week. Occasional lectures and recitations. Prerequisite, course 11 or its equivalent.

*Half course*, first semester. Tu. F., 2.

MR. BULLOCK

New course, to be offered in 1938-39 and thereafter.

**13b. Introduction to Physical Chemistry.** Lectures on some of the fundamental principles governing chemical behavior. Topics will include gas laws, solutions, ionic reactions and equilibria. This course is prerequisite to further work in physical chemistry, and is required of all chemistry majors. Prerequisite, course 12.

*Half course*, second semester. Tu. F., 2-3.

MR. MACDOUGALL

New course, to be offered in 1938-39 and thereafter.

**14. Quantitative Analysis.** Chiefly laboratory work, with occasional lectures, recitations, and problems. Six hours of laboratory work, and one lecture per week. Prerequisite, course 13.

Divisible for pre-medical students. The complete course is required for a "major" in Chemistry.

Through the year. Tu., 3:30; Th., 2.

MR. MERIGOLD

**15. Elementary Organic Chemistry.** Lectures on the fundamental principles of organic chemistry. Prerequisite, course 11 or its equivalent. Course 13 is also recommended.

Through the year. M.W.F., 8.

MR. BULLOCK

**19. Elementary Physical Chemistry.** Prerequisite, Chemistry 13.

Through the year. Tu. Th. S., 10.

MR. MACDOUGALL

Not to be offered after 1937-38. See new course 19.

**19. Physical Chemistry.** A study of the theoretical aspect of chemistry including gases, liquids, solids, solutions, equilibria, reaction rates and electromotive force. Five hours of laboratory work and three lectures per week. Prerequisites, Chemistry 13b, Chemistry 14, Mathematics 12, Physics 11.

*One and one-half course*, through the year. Tu. Th. S., 10

MR. MACDOUGALL

This course replaces courses 19 and 208 as previously offered.

**110. Organic Synthesis and Analysis.** Laboratory work in the preparation of typical organic compounds. Course 110 should be

taken, if possible, in connection with course 15. Nine hours of laboratory work per week. Open only to students who take or have taken courses 13, 14 and 15.

Through the year. M. Th., 2.

MR. BULLOCK

**111. Detection and Analysis of Organic Compounds.** Chiefly laboratory work. Open to students who take or have taken Chemistry 110.

This course may be taken throughout the year four and one-half hours per week to supplement Chemistry 19 or 110, or 9 hours per week during the second semester.

*Half course.* Hours to be arranged.

MR. BULLOCK

New course, to be offered in 1938-39.

## 2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES

**208. Physical and Inorganic Chemistry.** Four and one-half hours per week throughout the year supplementing course 19.

*Half course.* F., 2, and additional hours to be arranged.

Not to be offered after 1937-38.

MR. BULLOCK

**212b. History of Chemistry.** Outline of the historical development of the science, and the relation of chemistry to other sciences at various periods of development. Lectures, collateral reading, reports and thesis. Open to graduate students and seniors who take or have taken Chemistry 15 and 19 or equivalent courses. Required for advanced degrees in Chemistry.

*Half course,* second semester. Tu. Th., 11.

MR. MERIGOLD

**214. Advanced Quantitative Analysis** (including gas analysis). Prerequisite, course 14. Lectures and laboratory work, nine hours per week.

Through the year. Tu. Th., 2.

MR. MERIGOLD

**215. Honors Course.** Open only to students who have passed with high grade Chemistry 14, 110, and 19.

STAFF OF THE DEPARTMENT

**216. Journal Reading.** Practice in reading current chemical literature. Required of all graduate students.

*Two hours,* through the year. Tu. F., 4.

MR. BULLOCK

## 3. PRIMARILY FOR GRADUATE STUDENTS

**32. Advanced Theoretical Chemistry.** Discussion of the principles underlying the transformation of matter and of the conditions for equilibrium in various systems.

*Three hours,* through the year. Tu. Th. F., 9.

MR. MERIGOLD

**33. Advanced Organic Chemistry.** Lectures on selected subjects in organic chemistry.

*Two hours, through the year. Tu. Th., 8.* MR. BULLOCK

**35. Seminar.** Staff and graduate students. Reports on research work being carried on in the laboratory and report and discussion of recently published work in related fields.

*Once a week, through the year. W., 5.*

STAFF OF THE DEPARTMENT

**314. Research in Inorganic Chemistry.**

MR. MERIGOLD

**315. Research in Organic Chemistry.**

MR. BULLOCK

**318. Research in Physical Chemistry.**

MR. MACDOUGALL

## DEPARTMENT OF ECONOMICS AND SOCIOLOGY

PROFESSOR BRANDENBURG, PROFESSOR MAXWELL†, ASSOCIATE  
PROFESSOR LUCAS\*, ASSISTANT PROFESSOR MELDER

The first aim of the department is to give students a systematic knowledge of the organization and functions of our economic and social order. But this cultural objective is not exclusive. Many of the courses in economics have a vocational aspect and should receive the attention of students looking forward to business or professional careers.

Among such courses are the following:

|               |                                 |         |
|---------------|---------------------------------|---------|
| Economics 17b | Business Administration         | 1/2 yr. |
| Economics 13  | Money and Banking               | 1 yr.   |
| Economics 16a | Statistics                      | 1/2 yr. |
| Economics 18  | Business Organization & Finance | 1 yr.   |
| Economics 20a | Business Law                    | 1/2 yr. |
| Economics 22  | Labor Problems                  | 1 yr.   |
| Economics 24a | Marketing                       | 1/2 yr. |
| Economics 117 | Accounting                      | 1 yr.   |

Economics 11 is a prerequisite to all other courses in economics, with the possible exception of Economics 14a and 14b, and is re-

†Absent on leave, March 10 to September, 1938.

\*Professor, beginning February, 1938.

quired of all majors in the department. Courses taken outside the department in partial fulfilment of the major requirement should be selected, subject to departmental approval, so as to provide a unified program centering about the student's major interest.

Candidates for departmental honors will engage in a program of independent study consisting of reading and research designed in part to give them specialized training in the fields of their major interest and in part to supplement formal courses. Ordinarily a student will not begin his independent study until the second semester of the junior year, nor will he be permitted to undertake the equivalent of more than two courses in independent study.

*In making elections, students should bear in mind that many advanced courses are offered only in alternating years.*

#### GRADUATE WORK

The department regularly offers courses leading to the master's and doctor's degrees. Students expecting to enter upon advanced work should have creditably mastered basic courses in Economics equivalent at least to a total of four courses, including Economics 11; those whose preparation is inadequate should expect to make good the deficiency before proceeding to study for a higher degree.

A sufficient range of courses will be offered in cycles of two or three years so that graduate students may be adequately prepared for candidacy for the doctorate in this department. The classification of courses as undergraduate, intermediate, and graduate is necessarily an elastic one. Graduate students electing courses in the undergraduate category will be required to do additional work; undergraduate students in courses of the intermediate group will be expected to do work of substantially graduate caliber.

Fellowships, scholarships, assistantships, and other aids are available to a limited number of worthy students.

*Attention is directed to closely allied courses offered in geography, history and international relations, and psychology.*

#### COURSES IN ECONOMICS

##### 1. PRIMARILY FOR UNDERGRADUATES

**10. Social Science Survey.** An introduction to methods and materials of the social sciences preparatory to later work in these fields. Indivisible course.

For freshmen; others will receive reduced credit.

Through the year. M. W. F., 9.

MR. BRANDENBURG

**11. Principles of Economics.** An introduction to the fundamental economic principles, together with a study of the practical application of these principles to the problems of American life. Economics 10 is a desirable preliminary course.

Indivisible course.

Through the year. Tu. Th. S., 10.

MR. LUCAS

**13. Money, Banking, and the Business Cycle.** Indivisible course

Through the year. M. W. F., 9.

MR. MAXWELL

**14a. Economic History of Western Europe since 1700.**

*Half course*, first semester. M. W. F., 10.

MR. MAXWELL

Not offered in 1937-38.

**14b. Economic History of the United States.**

*Half course*, second semester. M. W. F., 10.

MR. MAXWELL

Not offered in 1937-38.

**15a. Public Finance.**

*Half course*, first semester. M. W. F., 10.

MR. MAXWELL

To be omitted in 1938-39.

**16a. Economic Statistics.** Primarily for students of Economics and Sociology.

*Half course*, first semester. Tu. Th. S., 11.

MR. MELDER

To be omitted in 1938-39.

**17b. Business Administration.** An introduction to business principles and practices. The course seeks to acquaint the student with the leading internal problems of business, and methods or procedures by which the problems are attacked.

*Half course*, second semester. Tu. Th. S., 10.

MR. MELDER

To be omitted in 1938-39.

**117. Principles of Accounting.** The organization and use of financial records, with emphasis on their interpretation rather than on the technique of procedure.

Indivisible course.

Through the year. Tu. Th., 11; Th., 2-4

MR. MELDER

Not offered in 1937-38.

**18. Business Organization and Business Finance.** A unified year's work in the structure of modern industry, the financial practices of corporations, and the problem of social control. The second half of this course is open only to students who have completed the first half.

Through the year. Tu. Th. S., 9.

MR. LUCAS

To be omitted in 1938-39.

## 2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES

### 20a. Business Law.

*Half course*, first semester. Tu. Th. S., 10. MR. MELDER

**21b. Business Cycles.** Analysis of the business cycle, theories of causation of the trade cycle, and various approaches to its control.

*Half course*, second semester. Tu. Th. S., 11. MR. MELDER

To be omitted in 1938-39.

### 22. Labor Problems.

Through the year. M. W. F., 11. MR. BRANDENBURG

To be omitted in 1938-39.

**210a. Economic and Social Reform.** The historical and critical study of various programs. Prerequisite, Economics 14.

*Half course*, first semester M. W. F., 11. MR. BRANDENBURG

Not offered in 1937-38.

**211b. Contemporary Reform Movements.** A continuation of Economics 210a into special fields for selected students. Prerequisite, Economics 210a.

*Half course*, second semester. M. W. F., 11. MR. BRANDENBURG

Not offered in 1937-38.

**24a. Marketing.** An introduction to the economics of marketing. Special attention is devoted to the marketing process as a whole, to specific methods and practices of important markets such as those for agricultural and manufactured goods and services. The course concludes with a summary study of marketing problems and methods practised or proposed for solving these problems.

*Half course*, first semester, Tu. Th. S., 10. MR. MELDER

Not offered in 1937-38.

**240b. Economics of Consumption.** Theories of consumption, the relation of consumption patterns to other aspects of economic organization, private and social controls of consumption; consumer movements, planes of living, and other consumer problems.

*Half course*, second semester. Tu. Th. S., 10. MR. MELDER

Not offered in 1937-38.

### 25b. Problems in Public Finance.

*Half course*, second semester. MR. MAXWELL

To be omitted in 1938-39.

**26. Government and Industry.** An analysis of the proper function of government in controlling economic activity, including theories of control, historical development of control, and such special

problems as the regulation of trusts, public utilities, and railroads. Economics 18 desirable.

*Three hours*, through the year. Tu., 2-4; Th., 2-3. MR. LUCAS

**27a. International Trade and International Finance.** The nature, theoretical basis, methods of financing, and governmental control of the international movement of goods. Economics 13 desirable.

*Half course*, first semester. Tu. Th. S., 9. MR. LUCAS

Not offered in 1937-38. To be omitted in 1938-39.

**28. Research in Selected Economic Problems.** Limited enrollment; consent of the instructor required.

Credit and hours to be arranged. THE STAFF OF THE DEPARTMENT

**29b. Economics of Transportation.** History and present status of rail, water, and highway transport; rate-making; public regulation, government operation, and chief problems of the present.

*Half course*, second semester. Tu. Th. S., 9. MR. LUCAS

Not offered in 1937-38.

### 3. PRIMARILY FOR GRADUATE STUDENTS

**31. International Economic Policies.**

*Two hours*, through the year. M., 7-9. MR. BRANDENBURG

**38a. History of Economic Thought to the End of the 18th Century.**

*Three hours*, first semester. M. W., 2:30-4. MR. MAXWELL

Not offered in 1937-38.

**38b. Modern Economic Thought.** Attention will be given rather to the history of thought than to analytical criticism of specific doctrines.

*Three hours*, second semester. M. W., 2:30-4. MR. MAXWELL

Not offered in 1937-38.

**39. Value and Distribution.**

*Three hours*, through the year.

MR. MAXWELL

To be omitted in 1938-39.

**311. Seminar in Economics and Sociology.** Fortnightly round-table on investigations by members of the Seminar. Occasional outside speakers. All full time graduate students in the department are required to attend. Not more than *one hour* credit may be allowed for this course.

*Second and fourth Thursdays* of each month at 7:30.

THE STAFF OF THE DEPARTMENT

## COURSES IN SOCIOLOGY

## 1. PRIMARILY FOR UNDERGRADUATES

(See also Economics 10 and 11)

**11. Principles of Sociology.** What is society, and what are its fundamental inter-relationships? In attempting to answer these questions the course gives a comprehensive view of sociology as a social science, and serves as a solid base for further study in the field. Indivisible course.

Through the year. Tu. Th. S., 9.

MR. MELDER

## 2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES

(See also Economics 22, 210a, 211b, 240b, and 311)

**27a. Educational Sociology.** A study of education (organized and unorganized) and intellectual leadership in their relationships to politics, government, the family, religion, patriotism, business cycles, and other socio-economic phenomena. Education in the United States as it is and as it may be, will receive particular attention.

A third hour of credit may be arranged for properly qualified students.

*Two hours*, first semester.

MR. MELDER

Not offered in 1937-38.

To be omitted in 1938-39.

## DEPARTMENT OF EDUCATION

ASSOCIATE PROFESSOR JONES\*, VISITING PROFESSOR BRUBACHER

With the cooperation of PRESIDENT ATWOOD, PROFESSOR  
CHURCHMAN, and ASSOCIATE PROFESSOR ILLINGWORTH\*

## GENERAL STATEMENT

In 1936 the Trustees of the University voted to establish a Department of Education designed primarily to offer work leading to the degree of Master of Arts in Education.

It has become increasingly evident that candidates for the bachelor's degree who include a few courses in Education in their undergraduate programs are not being adequately prepared to meet the demands for scholarly and professional training required by the better school systems. The Department of Education has been established with the aim of providing a fifth year of well organized

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\*Professor, beginning February, 1938.

professional work for students who are interested in preparing for educational work, particularly at the secondary school level. A limited number of courses will be open to juniors and seniors in the undergraduate division upon the consent of the instructor, but the Department recommends that undergraduate students concentrate upon the subject matter fields in which they desire to teach, reserving for the fifth year the professional work in the theory and practice of Education.

The requirements for the degree of Master of Arts in Education cannot be adequately stated in terms of courses to be taken, because the evaluation of the work of each student will be made on the basis of achievement rather than on the basis of courses completed. However the minimum essentials in terms of course requirements are outlined below.

### UNDERGRADUATE WORK

Properly qualified students of the junior and senior classes may, upon the approval of the instructor, register for any of the courses offered by the Department which are designated by a number beginning with the figure 2.

In keeping with the general plan to offer in five years a well rounded program of teacher training with emphasis on the professional aspects of the training in the fifth year, *an undergraduate major in Education is not offered.*

### GRADUATE WORK

The rules and regulations stated in the current catalogue (See "Graduate Division"—"Rules and Regulations") as applicable to the degree of Master of Arts also govern the degree of Master of Arts in Education with the following changes and additions:

*Course requirements*—The student will be expected to elect one of the following groups of studies as the field in which he wishes to teach:

- (a) Mathematics and natural sciences
- (b) History and other social sciences
- (c) Ancient and modern foreign languages
- (d) English, alone or in combination with some related subject.

Prior to receiving the degree, the candidate must have completed not less than 5 year-courses in one of the above groups, or in a combination of groups approved by the Department of Education.

At least one year-course of the five must be taken during residence for the advanced degree and must be passed with a grade satisfactory for graduate credit. In addition to the above requirement in the subject-matter field, sixteen semester hours of graduate work in Education will normally be required of the candidate during residence. The program of courses to yield these sixteen hours must be approved in advance by the department. Changes in the proportion of Education and subject-matter courses may be made by the department on the basis of the candidate's previous training. Work, additional to the above requirements, either in the subject-matter field or in Education, or both, may be required if this seems necessary for the adequate preparation of the candidate.

*Thesis*—The candidate must present a "thesis," or "special report," in which he demonstrates not only his grasp of the subject-matter which he plans to teach but also a mastery of the educational principles necessary for such teaching. The thesis will be adapted to the vocational needs of the candidate and will not be regarded as an index of his capacity for research. In this respect it will differ somewhat from the thesis required of candidates for the degree of Master of Arts in other fields.

### COURSES IN EDUCATION

**201a. (Psychology 201a.) Educational Psychology.** A study of psychology as it bears upon the problem of Education.

*Two hours, first semester. F., 4-6.*

MR. JONES

**202b. (Psychology 202b) Individual Differences and Educational Adjustments.** The course will include a study of the bright, the dull, the psychoneurotic, and the delinquent child. School discipline will also be considered.

*Two hours, second semester. F., 4-6.*

MR. JONES

**203b. Philosophy of Education.** (Formerly Education 17) A survey of the philosophy of education as it bears upon modern trends and developments in teaching and school administration.

*Two hours, second semester. Th., 4-6*

MR. BRUBACHER

**204b. The Teaching of Modern Languages.** A study of the major problems in the teaching of French. Incidental references will be made to German and Spanish. Prerequisite, third-year college French or German course, taken previously or at the same time.

*Half course, second semester. Tu., 12; W., 4-6.* MR. CHURCHMAN

**205a. The Teaching of English.** Methods of teaching poetry, drama, novel, short story, oral and written composition.

*Two hours, first semester. M., 4-6.*

MR. ILLINGWORTH

**Sociology 27a. Educational Sociology.** A study of Education (organized and unorganized) and intellectual leadership in their relationships to politics, government, the family, religion, patriotism, business cycles and other socio-economic phenomena. Education in the United States as it is and as it may be, will receive particular attention.

*Two hours, first semester. M., 4-6.*

Not offered in 1937-38. To be omitted in 1938-39.

#### PRIMARILY FOR GRADUATE STUDENTS

**308a. Principles of Secondary Education.** A survey of the aims, responsibilities, and general methods in secondary education.

*Two hours, first semester. Tu., 4-6.*

MR. JONES

**309a. History of Education and Comparative Education.** A historical and comparative survey of the educational theories and systems in England, Germany, France, and the United States, Special attention will be given to those problems and policies at home and abroad which have had greatest significance for modern education.

*Two hours, first semester. Th., 4-6*

MR. BRUBACHER

**310a. (Psychology 310a) Education for Character and Citizenship.** A survey and critical evaluation of the experimental evidence in the field and its application to character and citizenship training in junior and senior high schools.

*Two hours, first semester. S., 11-1.*

MR. JONES

**311b. (Psychology 311b) Educational Guidance.** A survey of the main points of view and techniques of educational diagnosis and guidance in the junior and senior high school.

*Two hours, second semester. S., 11-1.*

MR. JONES

**313a. (Psychology 313a) Advanced Educational Psychology: Group Methods of Experimentation.** The purpose of the course will be primarily to give practice in the most valuable statistical methods for educational and psychological experimentation.

*Two hours, first semester. W., 4-6.*

MR. JONES

**314b. (Psychology 314b) Advanced Educational Psychology: Tests and Measurements.** A systematic and critical survey of psychological and educational tests. Both theoretical and applied aspects of testing will receive consideration.

*Two hours, second semester. W., 4-6.*

MR. JONES

**315a. Apprenticeship Teaching.** An informal course consisting of extensive apprenticeship work in the field or fields in which the student plans to teach. Individual supervision to be given by critic teachers in cooperating schools.

*Two hours.* Time to be arranged individually with each student.  
CRITIC TEACHERS AND MR. JONES

**316b. Geography in Education.** A critical examination of the objectives in teaching geography at the various stages in elementary and high schools as well as in teacher-training institutions and liberal arts colleges. The contribution which geography should make in the study of history, economics, social problems, current events, and international relations. Some attention will be given to the selection and organization of material and the technique of classroom procedure. Prerequisite of 12 semester hours of college work in geography or its equivalent.

*Two hours*, second semester. Tu., 4:20-6. MR. ATWOOD, SR.  
Not offered in 1937-38.

## DEPARTMENT OF ENGLISH

PROFESSOR AMES, PROFESSOR DODD, ASSOCIATE PROFESSOR  
ILLINGWORTH\*, MR. HOOVER

English 11 is required of all freshmen. Those who complete the first semester of English 11 with a grade of A— or better may substitute for the second semester of English 11 any second semester course in English literature or composition which is elective for sophomores.

A major in English consists of seven courses including English 13, 15 and 111. Four or five of the seven courses must be in English literature or composition and the remaining courses must be in subjects related to English literature. English 11 may not be counted as a part of a major in English.

A student intending to major in English will be advised by the department in regard to his choice of courses in the major subject and related fields.

## THE PRENTISS CHENEY HOYT PRIZE IN POETRY

A prize of fifteen dollars is awarded annually by the Department of English for the best poem by an undergraduate. This is the

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\*Professor, beginning February, 1938.

interest on a fund established by the alumni as a memorial to Prentiss Cheney Hoyt, Professor of English at Clark University from 1909 to 1920.

## COURSES IN ENGLISH

### 1. PRIMARILY FOR UNDERGRADUATES

**11. English Composition.** The aim of the course is to improve expression in writing and to increase appreciation of literature through weekly practice in writing, particularly in expository writing, and through collateral reading.

Required of freshmen.

Through the year. Tu. Th. S., 11.

MR. HOOVER

**12a. Public Speaking.** A course in the composition and delivery of speeches and practice in impromptu speaking. The aim of the course is to train the student to think logically and to speak simply and effectively when on his feet.

Open to freshmen.

*Half course*, first semester. M. W. F., 9.

MR. ILLINGWORTH

**142a. The English Novel.** A study of the novel from its beginning to Thomas Hardy.

Open to freshmen.

*Half course*, first semester. M. W. F., 8.

MR. ILLINGWORTH

**142b. The Modern Novel.**

*Half Course*, second semester.

MR. ILLINGWORTH

**143b. Argumentation and Debate.** A systematic study of the principles and practice of argumentation.

*Half course*, second semester. M. W. F., 9.

MR. ILLINGWORTH

Not offered in 1937-38.

**146b. Oral Interpretation of Literature.**

*Half Course*, second semester.

MR. ILLINGWORTH

**13a. Shakespeare.** A general survey of Shakespeare's works, including the reading and class discussion of ten plays. Elective for juniors and seniors.

*Half course*, first semester. M. W. F., 10.

MR. AMES

**15. A Survey of English Literature.** A course in English literature from its beginning to the end of the eighteenth century. Elective for juniors and seniors.

Through the year. Tu. Th. S., 10.

MR. AMES

**16a. English Composition.** Open to students who have attained high standing in English 11.

*Half course*, first semester. W. F., 12.

MR. AMES

Not offered in 1937-38.

**18b. The Bible as Literature.** Elective for juniors and seniors.

*Half course*, second semester. M. W. F., 10.

MR. AMES

**110. Nineteenth Century Poetry.** A study of English poetry from Wordsworth to Masfield. Elective for juniors and seniors.

Through the year. Tu. Th. S., 11.

MR. AMES

**111. American Literature.** Readings in American literature, from the colonial period to the present day. The course may be elected for the year or for the first semester only. Elective for juniors and seniors.

Through the year. Tu. Th. S., 10.

MR. AMES

Not offered in 1937-38.

**112a. Nineteenth Century Prose.** English essayists from Lamb to Stevenson. Elective for juniors and seniors.

*Half course*, first semester. Tu. Th. S., 11.

MR. AMES

Not offered in 1937-38.

**113a. English Drama.** From the mysteries and moralities to Barrie, Shaw and Galsworthy.

Open to freshmen.

*Half course*, first semester. M. W. F., 9.

MR. DODD

Not offered in 1937-38.

**114a. Elizabethan Drama.** The plays by Shakespeare's distinguished contemporaries and his successors of the Restoration.

*Half course*, first semester. Tu. Th. S., 9.

MR. DODD

Not offered in 1937-38.

**121a. Biography and Letters.** The biography, autobiography and correspondence of distinguished authors, painters and sculptors, from the eighteenth century to the present. This course is open only to upper classmen who are proficient in English.

*Half course*, first semester. M. W. F., 9

MR. DODD

**122b. Modern Poetry.** A study, in representative contemporary poets, of the new tendencies in verse. Opportunity is afforded for original verse composition. Open only to upper classmen who are proficient in English.

*Half course*, second semester. Tu. Th. S., 10.

MR. DODD

**124b. American Drama.** A study of the American drama from colonial times to the present.

Open to freshmen.

*Half course*, second semester. Tu. Th. S., 9. MR. DODD

**125a. The Short Story.** Representative short stories in English and American literature.

Open to freshmen.

*Half course*, first semester. Tu. Th. S., 9. MR. DODD

**126b. Modern Continental Drama.** A companion course to Modern English Drama.

*Half Course*, second semester. M. W. F., 9. MR. DODD

Not offered in 1937-38.

## DEPARTMENT OF GEOGRAPHY

A complete statement of the aims and the scope of the offerings in geography will be found in the announcement of the Graduate School of Geography.

## DEPARTMENT OF GEOLOGY

PROFESSOR LITTLE

### 1. PRIMARILY FOR UNDERGRADUATES

**12. General Geology.** A study of the origin of scenery, the classification of rocks, the structure of the earth, the geography of the past, and the evolution of life. Three recitations and one laboratory period or field trip weekly. (The laboratory period will be utilized in the manner deemed most advantageous by the instructor.) Attendance on one out-of-town field trip lasting two days or more is required.

Indivisible course.

Through the year. M. W. F., 8; Th., 2. MR. LITTLE

*The following courses are offered occasionally on special request of four or more students.*

**121b. Crystallography, Mineralogy, and Blowpipe Analysis.** An elementary course on the identification of minerals by their geometrical, physical and chemical properties. Two class meetings and one laboratory period weekly. General geology is not a prerequisite for this course.

*Half course*, second semester.

MR. LITTLE

Not offered in 1937-38.

**122b. Economic Geology.** A study of the origin of the deposits of useful minerals and a discussion of their more important occurrences throughout the world. Elementary chemistry and geology provide a desirable preparation for this course. Two class meetings and one laboratory period weekly. Geology 121 is a prerequisite.

*Half course*, second semester.

MR. LITTLE

Not offered in 1937-38.

## DEPARTMENT OF GERMAN

ASSOCIATE PROFESSOR BOSSHARD, ASSISTANT PROFESSOR JANTZ

The Department of German provides courses for the acquisition of a reading knowledge, for the fulfillment of the general requirement in foreign languages and for the completion of a major in German. German 112 is a course for upperclass-men and graduate students; the courses numbered 11, 12, 13 form a regular sequence leading up to a good reading knowledge. German 131, "Practice in Speaking and Writing German," is a course preparing especially for advanced work in literature, and for teaching. Credit will be given for only one of the two courses: German 13 and 131. Courses designated as "advanced courses in literature," numbered 141, or higher, have as a prerequisite: German 131, or an achievement test in reading, writing and oral use of the language. Students taking the regular third year course, German 13, will find themselves sufficiently prepared for advanced courses, if they do superior work. A major in German consists of seven courses, including four or five in the department of German and others approved by the department.

## COURSES IN GERMAN

### ELEMENTARY COURSES

**11. Elementary German.** (Two *independent* sections.) Vocabulary drill, pronunciation and grammar; composition, reading of easy prose.

Indivisible course. Open to freshmen.

Through the year. M. W. F., 8 and 9.

MR. BOSSHARD

**12. Second Year German.** Reading, thorough review of grammar essentials, exercises in composition. Prerequisite: German 11.

Open to freshmen.

Through the year. Two sections, Tu. Th. S., 9 and 12.

MR. JANTZ

**112. Basic German for Science Students.** Open to juniors, seniors, and graduate students. Designed to make possible, with intensive application, the acquisition of a reading knowledge in German in one year, stressing an exact knowledge of the basic vocabulary, the fundamental points of grammar and sentence structure.

Through the year. M. W. F., 1.

MR. BOSSHARD

**13. Third Year German.** Extensive reading, chiefly in modern literature, grammar review, composition. Prerequisite: German 12.

Open to freshmen.

Through the year. Tu., Th., S., 8.

MR. JANTZ

**131. Practice in Speaking and Writing.** Extensive reading of modern German literature; speaking and writing. After the month of October the course is conducted in German. Prerequisite: Satisfactory work in German 12.

Open to freshmen.

Through the year. M. W. F., 11.

MR. BOSSHARD

**14 and 141. Introduction to German Culture.** An illustrated lecture course on the cultural development of the German speaking peoples: on their history, folk lore, art, music, and literature. The regular weekly lectures will take place at the Worcester Art Museum, and will be supplemented by the illustrative material available there: books, color prints, photographs, and phonograph records. In addition the Museum will provide four to six current German sound films and selected shorter films. For college students there will be an additional class meeting once a week at the University, in two sections: (1) for students desiring to take the course for credit in Division B (Social Science), in which case all the reading and reports will be in English and credit will not be given in Division C (foreign language). Students in this section will be registered in German 14; (2) for students with adequate background in German (three years or the equivalent) desiring to take the course for language credit, in which case a large part of the reading will be in German. Students in this section will be registered in German 141.

Through the year. At the Art Museum. Tu., 4:15-5:55; additional hour to be arranged.

MR. JANTZ AND MR. BOSSHARD

Not offered in 1937-38.

#### ADVANCED COURSES IN LITERATURE

**141. Introduction to German Culture.** See statement under 14 and 141 above.

Not offered in 1937-38.

**151a. Classical and Nineteenth Century German Drama.** Reading and discussion of select plays of Lessing, Goethe, Schiller, Kleist, Hebbel, Wagner, Hauptmann, and others.

*Half course*, first semester. T. Th. S., 11.

MR. JANTZ

Not offered in 1937-38.

**152b. The German Novel of the Nineteenth and Twentieth Centuries.** Select novels, and novellen from the Romantic period to the present.

*Half course*, second semester.

MR. JANTZ

**153. Contemporary German Literature.** Lectures, readings. In the first semester the course will be conducted largely in English, but in the second in German. A conference course.

Through the year.

MR. BOSSHARD

**161a. Lyric Poetry.** A survey of representative German lyric poetry.

*Half course*, first semester. M. 2, and F., 12.

MR. BOSSHARD

Not offered in 1937-38.

**162b. Goethe's Faust.** A study of this Drama, its message, and of the poet's own development and the evolution of the literary and philosophic currents of his time.

*Half course*, second semester. T. Th. S., 11.

MR. BOSSHARD

Not offered in 1937-38.

**17. Survey of German Literature.** Lectures, readings, and assigned topics in German literature from the beginnings to the present, against a background of Germany's historical development.

Through the year. Tu. Th. S., 11.

MR. JANTZ

**181. Advanced Studies in Goethe's Faust.** Mr. Bosshard is ready to direct competent students who propose plans for special studies in Goethe's Faust. Prerequisite: 162b.

Not offered in 1937-38.

MR. BOSSHARD

**182. Advanced Reading in German Philosophy.** A brief general introduction to philosophy in general. Reading chiefly of modern German philosophers. Offered each year to qualified students as a private conference course.

Through the year.

MR. BOSSHARD

Not offered in 1937-38.

**19. Seminar for Honor Students.** W. F., 11.

MR. BOSSHARD AND MR. JANTZ

## COMPARATIVE LITERATURE

**142. European Classics in Translation.** A seminar course of limited enrollment open to qualified upperclassmen with the consent of the instructor. A few works are studied carefully and in their entirety. They include Dante's *Divine Comedy*, Montaigne's *Essays* (large selection), Cervantes *Don Quixote*, Moliere's *Comedies*, and Goethe's *Faust*. This course fulfills the requirement in art, music and literature. It is not accepted toward the fulfillment of the requirement in foreign language.

Through the year. M., evenings, 8-10, extra conference hour to be arranged.

MR. JANTZ

Not offered in 1937-38.

DEPARTMENT OF HISTORY AND  
INTERNATIONAL RELATIONS

PROFESSOR BLAKESLEE, ASSOCIATE PROFESSOR D. E. LEE\*,  
ASSOCIATE PROFESSOR JORDAN\*, MR. G. A. LEE

## UNDERGRADUATE WORK

The aim of the department in its undergraduate work is to give in its several courses a broad knowledge of the more significant aspects of the growth of the leading countries of the world. This includes the study not only of the important facts, but more especially of the processes of development in government, diplomacy, society, business, religion, science, and education.

History 11, primarily for freshmen, is open to members of all classes and is prerequisite for all other courses taken by those majoring in this department. Students who wish merely to fulfill the college requirement in "Division B" or those majoring in allied fields who wish to take one or more courses in this department to satisfy their "major" requirements, may, *after the freshman year*, elect any other course whose number begins with (1) without having previously taken History 11. Students who have taken one course in the department and who wish to elect a second course whose number begins with (2) as part of a major in a related department, may do so with the consent of the instructor.

## GRADUATE WORK

The distinctive feature of the graduate work is the emphasis it places upon the various aspects of international relations. Without

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\*Professor, beginning February, 1938.

neglecting investigation in the economic, political, and social life of preceding centuries, it stresses the study of the problems and the difficulties constantly arising in the international relations and diplomacy of the family of states. The field includes not only the United States and the nations of Europe, but also the newer and rapidly developing states of Asia, Latin America, and Africa.

#### THE DOCTORATE

The various courses offered in the department are so arranged, in cycles of two or three years, that students working for their doctorate will be enabled to secure a full program each year.

A feature of the method of instruction in the department is the frequent informal conferences between instructor and student, and the Seminar method in many of the courses.

The following courses in related departments may advantageously be taken to supplement major work in the Department of History and International Relations: Geography of North America; Political Geography; Geographic Aspects of United States Foreign Trade; General Principles of Human Geography; Geography of Europe; Geography of Caribbean America; Geography of South America; Economic History; International Economic Policies.

#### GOVERNMENT AND POLITICAL SCIENCE

The following courses, given in the Department of History and International Relations, are frequently listed under a separate Department of Government and Political Science.

**History 12. European and American Governments.**

**History 18. A Survey of International Relations.**

**History 231. International Law.**

**History 205. History of Political Thought.**

**History 30. Problems in International Relations.**

**History 33. Foreign Relations of the United States.**

**History 313. Constitutional History of the United States.**

## COURSES IN HISTORY AND INTERNATIONAL RELATIONS

### 1. PRIMARILY FOR UNDERGRADUATES

**11. Introduction to the History of Europe.** The course covers the period from the fall of Rome to the present time, and serves as a general introduction to further historical study. Indivisible course.

Open to freshmen. See departmental announcement above.

Through the year. Tu. Th. S., 10.

MR. D. E. LEE

**12. European and American Governments.** The first semester will give a description of the leading Governmental systems of Europe; the second will deal with the Government and politics of the United States.

Through the year. A divisible course. Tu. Th. S., 11.

To be offered in 1938-39.

MR. D. E. LEE AND MR. G. A. LEE

Not offered in 1937-38.

**15. History of England.** A general course forming a background for American history and an introduction to an understanding of Britain's place in the present world. Lectures, text-book, collateral reading and quizzes.

Through the year. M. W. F., 10.

MR. JORDAN

To be omitted in 1938-39.

**17. American History Since 1783.** After a brief survey of the American Revolution, the course will treat carefully the period since 1783. Divisible only in special cases with the approval of the department.

Through the year. Tu. Th. S., 9.

MR. G. A. LEE

**18. A Survey of International Relations.** A general survey of the whole field of international relations which will furnish a foundation for further and more specialized work.

Through the year. M. W. F., 9.

MR. BLAKESLEE

Not offered in 1937-38.

To be offered in 1938-39.

### 2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES

**20. Europe Since 1848.** The internal and external development of the major European nations with special emphasis on the period from 1870 to the present. History 15 in addition to History 11 desirable as a prerequisite.

Through the year. Tu. Th. S., 11.

MR. D. E. LEE

To be omitted in 1938-39.

**22. The Pacific and the Far East.** The course deals especially with China, Japan, Russia in Asia, the islands of the Pacific, and the Far Eastern policies of the United States.

Through the year. M. W. F., 10.

MR. BLAKESLEE

**231. International Law.** A general course adapted for advanced students who will do a large amount of outside reading.

Through the year. M. W. F., 9

MR. BLAKESLEE

**238b. The Great Powers in the Mediterranean.** A consideration, by lectures and reports, of the Mediterranean Sea area as an important focus of great-power politics from before the World War to the present. Particular attention will be paid to Great Britain's policy and the rise of successive threats to her position.

*Half course*, second semester. W., 3-5, and a third hour to be arranged.

MR. D. E. LEE AND MR. JORDAN

**24b. Modern France.** The course, beginning with the period of the Renaissance, surveys with greater detail than is possible in History 11 the history of France to 1815.

*Half course*, second semester. Tu., 3-5 and a third hour to be arranged.

MR. D. E. LEE

Not offered in 1937-38.

**25a. Recent History of the British Empire.** A consideration of the nature and problems of the Empire, mainly in the twentieth century.

*Half course*, first semester. W., 3-5 and a third hour to be arranged.

MR. JORDAN

**25b. British India.** A survey of European rivalry in India, the work of the East India Company, the development of administration by the crown, and recent developments toward self-government.

*Half course*, second semester. W., 3-5 and a third hour to be arranged.

MR. JORDAN

Not offered in 1937-38.

**26. England Since 1760.** A general course, stressing the political, economic and social development of the modern commonwealth.

Through the year. M. W. F., 9.

MR. JORDAN

Not offered in 1937-38. To be offered in 1938-39.

**28. History of the British Empire.** Most of the course will deal with developments and problems since 1870.

Through the year. M. W. F., 11.

MR. JORDAN

Not offered in 1937-38.

**29b. Russia.** The aim of this course is to present Russian internal development from the origin of the Kievan state to the present

time with special emphasis on the revolution of 1917 and the Soviet régime since that date.

*Half course*, second semester. Tu. Th. S., 12. MR. D. E. LEE  
Not offered in 1937-38. To be offered in 1938-39.

**201. Social and Intellectual History of the United States.** The evolution of American life from the Revolution to the present day, with emphasis upon the social customs, economic influences, racial contributions, religious beliefs, and humanitarian movements.

Through the year. Tu. Th. S., 10. MR. G. A. LEE  
To be omitted in 1938-39.

**205. History of Political Thought.** An historical course, in which the development of thought is stressed rather than the theories of individual writers.

Through the year. M. W. F., 11. MR. JORDAN

**241a. The United States Since 1876.** A synthesis of the political, social and economic forces in the development of the United States since reconstruction. Prerequisite, History 17 or its equivalent.

*Half course*, first semester. Tu. Th. S., 10. MR. G. A. LEE  
Not offered in 1937-38.

**242. American Colonial History to 1789.** The European background of American history, the colonial period, and the American Revolution. Prerequisite, History 17 or its equivalent.

Through the year. Tu. Th. S., 10. MR. G. A. LEE  
Not offered in 1937-38.

### 3. PRIMARILY FOR GRADUATE STUDENTS

**30. Problems in International Relations.** An intensive study of present outstanding problems, especially those which involve the policies, interests, and obligations of the United States.

*Two hours*, through the year. M., 3-5. MR. BLAKESLEE  
Not offered in 1937-38.

**32. Recent International Relations of the United States.** A lecture and research course covering the period from the Civil War to the present.

*Two hours*, through the year. MR. BLAKESLEE  
Not offered in 1937-38.

**33. Foreign Relations of the United States.** The history of the foreign relations of the United States from 1783 to the present.

*Two hours*, through the year. M., 3-5. MR. BLAKESLEE

**305b. Topics in the History of Political Thought.** A study of selected men and movements of the nineteenth and twentieth centuries. *Two hours*, second semester. W., 3-5. MR. JORDAN  
Not offered in 1937-38.

**313. Constitutional History of the United States.** The Constitution is treated as a growing organism, responsive to the changing political, social and economic conditions of the country. *Two hours*, through the year. Tu., 3-5. MR. G. A. LEE  
Not offered in 1937-38.

**320. England Since 1830.** Students will be expected to read widely and to undertake a small amount of individual research. *Two hours*, through the year. W., 3-5. MR. JORDAN  
Not offered in 1937-38.

**35a. Tudor and Stuart England.** A survey, for mature students, of the period from 1485 to 1688. *Two hours*, first semester. W., 3-5. MR. JORDAN  
Not offered in 1937-38.

**322a. Selected Topics in Recent British History.** Aspects of the period since 1815 will be dealt with but the ground covered will change somewhat from year to year. *Two hours*, first semester. W., 3-5. MR. JORDAN  
Not offered in 1937-38.

**331. European International Relations Since 1870.** A study of the diplomatic history of Europe from the Congress of Berlin to the Locarno agreements, 1925. *Two hours*, through the year. Th., 3-5. MR. D. E. LEE  
Not offered in 1937-38. To be offered in 1938-39.

**333. Topics in the Recent and Contemporary History of Continental Europe.** The course will consist chiefly of research by the individual student in problems confronting the European countries at the present day. *Two hours*, through the year. Th., 3-5. MR. D. E. LEE  
Not offered in 1937-38.

**38a. Post-War Europe.** The emphasis in this course is upon international affairs affecting the European powers since 1918, although some attention is paid to internal developments in the more important states. *Two hours*, through the year. Th., 3-5. MR. D. E. LEE

**342. The Influence of Westward Expansion in American Development.** The westward movement from colonial times to the passing of the frontier will be discussed in detail.

*Two hours*, through the year. Tu., 3-5.

MR. G. A. LEE

To be omitted in 1938-39.

**351. Research in the International Relations of the United States.**

MR. BLAKESLEE

**352. Research in the International Relations of the Pacific and the Far East.**

MR. BLAKESLEE

**353. Research in the History and International Relations of the British Empire.**

MR. JORDAN

**354. Research in the History and International Relations of Continental Europe.**

MR. D. E. LEE

**355. Research in the History of the United States.**

MR. G. A. LEE

**37. Research in the Diplomacy of the Far East Since 1900.**

*Two hours*, through the year. M., 3-5.

MR. BLAKESLEE

**36. Seminar.** The students in the department meet each week to study particular topics in international relations and to consider the results of investigation carried on in the department.

*Weekly*, through the year. Tu., 7:45.

MESSRS. BLAKESLEE, D. E. LEE, JORDAN, AND G. A. LEE

## MATHEMATICS

See announcement of the Department of Physics and Mathematics.

## DEPARTMENT OF PHYSICS AND MATHEMATICS\*

PROFESSOR GODDARD,† ASSOCIATE PROFESSOR MELVILLE, ASSOCIATE PROFESSOR ROOPE, ASSISTANT PROFESSOR JORGENSEN

### UNDERGRADUATE WORK IN PHYSICS

The aim of the undergraduate work in physics is to give to students a knowledge of the principles which are at the basis of modern

\*Since September, 1933, the Department of Mathematics has been combined with the Department of Physics, with Professor Goddard as chairman of the combined departments.

†Absent on leave, 1937-38.

applications of science to human affairs. It is deemed equally desirable to impart a knowledge of the methods and results of modern physics which are influencing so profoundly our fundamental concepts and without which no one may hope to be considered liberally educated. The department aims also to fit students with professional preparations for chemistry, meteorology and allied sciences, medicine, engineering and science teaching, as well as for professional or graduate work in physics.

Students should note that Physics 11 is a prerequisite for all other courses in physics here listed; also, that courses numbered 15 or higher require the use of "calculus" and should not be elected without consulting the instructor in charge.

#### GRADUATE WORK IN PHYSICS

The department is prepared to accept candidates (in physics only) for the degrees of Doctor of Philosophy and of Master of Arts. Emphasis is placed not only upon mathematical physics but also upon the completion of an original research problem for which work the laboratories and library provide unusual facilities.

Graduate students in physics whose minor is in mathematics may arrange for a special course in applied mathematics based, for the degree of Master of Arts, on Mellor's *Higher Mathematics for Students of Chemistry and Physics*.

#### UNDERGRADUATE WORK IN MATHEMATICS

Courses in mathematics are offered at the undergraduate level only. Freshman mathematics (algebra, trigonometry and elementary analytical geometry) is offered in two courses to which students are assigned on the basis of "placement examinations." A second year course including analytical geometry and the calculus is offered to those who complete either of the freshman courses. In addition, Mr. Melville offers such advanced courses, or courses in applied mathematics, as may be required from time to time, depending on the interests of the students.

#### COURSES IN PHYSICS

##### 1. PRIMARILY FOR UNDERGRADUATES

**11. General Physics.** During the first semester, the work covers mechanics and heat, and during the second semester, electricity and magnetism, wave motion, sound, and light. The textbook is Duff's

*General Physics.* Mathematics 110 or 111 is advised, but not required. Indivisible course.

Open to freshmen.

Through the year. M. W. F., 10; W. or Th. 2. MR. ROOPE

**13. History of Physics.** A conference course on the history of the various branches of Physics. This course is not accepted as part of a *major* or a *minor*. Prerequisite, Physics 11.

Through the year.

MR. GODDARD

Not offered in 1937-38.

**14. Mechanical and Electrical Measurements.** During the first semester this course consists of electrical measurements with advanced problems in optics. In the second semester the course consists of laboratory exercises in dynamics, followed by advanced problems in heat.

Through the year. Tu. W. F., 2.

MR. JORGENSEN

**15a. Thermodynamics.** This course includes a study of the thermal properties of the solid, liquid, and gaseous states, the laws of thermodynamics, and the theory of heat engines. Prerequisite, Physics 11.

*Half course*, first semester. M. W. F., 9.

MR. ROOPE

**15b. Optics.** Geometrical and physical optics including work in practical photography. The textbook is Houston, *A Treatise on Light*. Prerequisite, Physics 11.

*Half course*, second semester. M. W. F., 9.

MR. ROOPE

**17. Introduction to Modern Physics.** An elementary treatment of physical experiment and theory of the past fifty years, including the more recent atomic and nuclear developments.

Through the year. M. W. F., 10.

MR. JORGENSEN

## 2. FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES

**22. Theoretical Mechanics.** This course is a systematic presentation of theory together with the solution of problems. The textbook is Crew and Smith, *Mechanics for Students of Physics and Engineering*. Mathematics 12 must be taken before or with this course.

Through the year. Tu. Th. S., 8.

MR. ROOPE

**23. Theory of Electricity and Magnetism.** This course treats the general principles of dynamo and motor design, high-frequency phenomena and the electron theory of matter. The prerequisites are Physics 11 and Mathematics 110 or 111; Mathematics 12 must be

taken before or with this course. A knowledge of differential equations is desirable. The textbook is Starling's *Electricity and Magnetism*.

Through the year. M. W. F., 8.

MR. ROOPE

Not offered in 1937-38.

**27. Preliminary Mathematical Physics.** This course involves reading on specially assigned topics. The object is to provide a comprehensive background for advanced work in physics. Open to undergraduate majors in physics.

Through the year.

MR. ROOPE

Not offered in 1937-38.

**28a. Laboratory Methods.** A course in the methods of preparing and presenting the results of experiments and the preparation by each student of a report on at least one assigned topic that involves reference tables and literature. Prerequisite, Physics 11.

*Half course*, first semester. M. W. F., 10.

MR. ROOPE

Not offered in 1937-38.

**216. Seminar.** Open to all physics students. Occasional meetings. No credit.

#### THE STAFF OF THE DEPARTMENT

### 3. PRIMARILY FOR GRADUATE STUDENTS

**34. Advanced Mechanics.** This course includes vector analysis, the equations of Lagrange and Hamilton, the methods of Hamilton and Jacoby, and Newtonian and logarithmic potential functions together with a discussion of applications to various branches of physics.

*Three hours*, through the year. M. W. F., 11. MR. JORGENSEN

Not offered in 1937-38.

**35. Advanced Electricity and Magnetism.** The theory of electricity and magnetism is treated from the classical and the modern viewpoints.

*Three hours*, through the year. Tu. Th. S., 11.

MR. ROOPE

Not offered in 1937-38.

**36. The Partial Differential Equations of Mathematical Physics.** Included in this course are vector analysis, the methods of Cauchy and Fourier, developments in series, the methods of Green and Riemann-Volterra, normal functions, and integral equations.

*Two hours*, through the year.

MR. GODDARD

Not offered in 1937-38.

**37. Research Work in Physics.** Research work on an original problem in physics. Required of candidates for the master's degree.

MR. ROOPE

**311. Methods of Mathematical Physics.***Three hours*, through the year.

MR. GODDARD

Not offered in 1937-38.

**312. Theory of Elasticity and Dynamics of Fluids.***Three hours*, through the year.

MR. GODDARD

Not offered in 1937-38.

**313. X-Rays.***Three hours*, through the year.

MR. ROOPE

Not offered in 1937-38.

**314. Tensor Calculus with Applications in Physics.***Three hours*, through the year. T. Th. S., 10.

MR. ROOPE

**315. Research Work in Physics.** Research work on an original problem in physics. Required of candidates for the degree of Doctor of Philosophy.

MR. GODDARD

Not offered in 1937-38.

**316. Seminar and Research Conference.** A seminar on modern theories of physics, together with conferences on current literature and on the researches in progress.

*Once a week*, through the year. W., 4-6.

Not offered in 1937-38.

STAFF OF THE DEPARTMENT

**317. Selected Topics in Modern Physics.***Three hours*, through the year. F., 2-5.

Not offered in 1937-38.

**318. Relativity and Wave Mechanics.***Three hours*, through the year. M., 2-5.

MR. ROOPE

Not offered in 1937-38.

## COURSES IN MATHEMATICS

*Note: Beginning with the class of 1939, only freshmen or sophomores may elect Mathematics 10 or 11 for full credit. Juniors or seniors who complete the work of either of these courses will receive credit for two-thirds of a course.*

**10. Freshman Mathematics.** For students whose preparation is not adequate for course 11. Algebra, trigonometry and graphics.

Open to freshmen.

Through the year. Tu. Th. S., 8.

MR. MELVILLE

**11. Freshman Mathematics.** For students whose records in "placement examinations" create an expectation that they will be

able to proceed more rapidly than those assigned to course 10. Algebra, trigonometry and elementary analytical geometry.

Open to freshmen.

Through the year. Tu. Th. S., 8. MR. JORGENSEN

**12. Second Year Course.** Analytical Geometry, Differential and Integral Calculus.

Through the year. M. W. F., 8. MR. MELVILLE

**13. Differential Equations.**

Through the year. Tu. Th. S., 10. MR. MELVILLE

**14. Selected Topics from Analysis and Geometry.**

Tu. Th. S., 11. MR. MELVILLE

Not offered in 1937-38.

**113a. The Mathematics of Statistics.** The mathematical foundations of the formulas and measures of elementary statistical procedure.

*Half course*, first semester. MR. MELVILLE

Not offered in 1937-38.

**118a. Elementary Surveying.** Text, Raymond, *Plane Surveying*.

*Half course*, first semester. MR. MELVILLE

Not offered in 1937-38.

**15a. Advanced Algebra and Theory of Equations.**

*Half course*, first semester. Tu. Th. S., 10. MR. MELVILLE

Not offered in 1937-38.

**16b. Selected Topics in Analytical Geometry in Two and Three Dimensions.**

*Half course*, second semester. Tu. Th. S., 10. MR. MELVILLE

Not offered in 1937-38.

**19b. Astronomy.**

MR. ROOPE

## DEPARTMENT OF PSYCHOLOGY

ASSOCIATE PROFESSORS JONES\* AND DENNIS, ASSISTANT PROFESSOR BROWN.

*With the cooperation of* PROFESSOR HOAGLAND AND ASSISTANT PROFESSOR PROSSER\*\* *of the Department of Biology.*

### LABORATORY FACILITIES

The psychological laboratories at Clark University were established by G. Stanley Hall immediately after the founding of the university,

\*Professor, beginning February, 1938.

\*\*Associate Professor, beginning February, 1938.

and constituted the first adequately appointed laboratories in this field in America. These laboratories, under the direction of Edmund C. Sanford and John W. Baird, increased rapidly in size and in research possibilities. The university provides an annual appropriation sufficient for the purchase and manufacture of any apparatus that may be required for general and special investigations.

#### UNDERGRADUATE WORK

The aim of the department in its undergraduate work is to give as broad a knowledge as possible of the more significant aspects of psychology. This includes courses leading to graduate work in psychology and also courses involving the application of psychological principles to education.

Students majoring in the department will be divided into three groups: first, those who plan to do graduate work in psychology, second, those interested in general psychology but not contemplating graduate work at Clark University, and third, those interested in educational psychology and education. The requirements for each of these classes are somewhat different and all students who are interested should apply to the department for detailed requirements.

#### GRADUATE WORK

*Courses.* Students who come well prepared for beginning graduate work, i.e., with adequate training in elementary psychology supplemented by satisfactory training in allied fields may expect to devote nearly all their time during the first year to advanced course-work. Such students will need to devote about half their time to course-work during their second year, and may expect to give the major part of their time to research after the second year.

*Degrees.* The general University requirements for the master's degree appear elsewhere in this catalogue. The department will supplement these requirements in individual cases where it seems wise to do so. Students planning to become candidates for the master's degree should confer with members of the staff as early as possible in order that a suitable thesis subject may be determined upon.

Only graduate students with superior records are encouraged to become candidates for the doctor's degree. Such candidates will be required to obtain exact information concerning all the significant methods of psychological research and to demonstrate actual ability to use one or more of these methods in an original research which will usually extend over a period of at least two years.

## COURSES IN PSYCHOLOGY

## 1. PRIMARILY FOR UNDERGRADUATES

**11. General Psychology.** A general introduction to the study of human behavior from the genetic and experimental points of view. Prerequisite sophomore standing.

Through the year. Tu. Th. S., 10. MR. DENNIS AND MR. BROWN

**180. Introduction to Philosophy.** A general introduction to the history of philosophy.

Through the year. M. W. F., 9.

MR. BROWN

## FOR GRADUATE STUDENTS AND ADVANCED UNDERGRADUATES

**200. Social Psychology.** A survey of the experimental investigations of group behavior. Some of the contributions of anthropology to the problems in this field will be reviewed. The adjustment of individuals to the demands of modern societies will also receive attention.

Through the year. T. Th. S., 9.

MR. DENNIS

**201a. (Education 201a) Educational Psychology.** A study of psychology as it bears upon the problems of Education.

*Two hours*, first semester. F., 4-6.

MR. JONES

**202b. (Education 202b) Individual Differences and Educational Adjustments.** The course will include a study of the bright, the dull, the psychoneurotic, and the delinquent child. School discipline will also be considered.

*Two hours*, second semester. F., 4-6.

MR. JONES

**212. Experimental Psychology.** A general survey of experimental psychology involving detailed experience with laboratory apparatus.

Through the year. M. Tu. F., 2-5.

MR. BROWN

**Biology 204. Physiology of Central Nervous Systems.**

MR. PROSSER

## 3. PRIMARILY FOR GRADUATE STUDENTS

**300. Genetic Psychology.** A study of the problems of growth and conditioning. Contributions from the fields of child behavior and comparative psychology will be considered.

*Two hours*, through the year. F., 9-11.

MR. DENNIS

**310a. (Education 310a.) Education for Character and Citizenship.** A survey and critical evaluation of the experimental

evidence in the field and its application to character and citizenship training in junior and senior high schools.

*Two hours, first semester. S., 11-1.*

MR. JONES

**311b. (Education 311b.) Educational Guidance.** A survey of the main points of view and techniques of educational diagnosis and guidance in the junior and senior high school.

*Two hours, second semester. S., 11-1.*

MR. JONES

**313a. (Education 313a.) Advanced Educational Psychology Group Methods of Experimentation.** The purpose of the course will be primarily to give practice in the most valuable statistical methods for educational and psychological experimentation.

*Two hours, first semester. W., 4-6.*

MR. JONES

**314b. (Education 314b.) Advanced Educational Psychology: Tests and Measurements.** A systematic and critical survey of psychological and educational tests. Both theoretical and applied aspects of testing will receive consideration.

*Two hours, second semester. W., 4-6.*

MR. JONES

**320. Advanced Experimental Psychology.** A study of the modern problems in the fields of sensory processes and conditioning.

*Two hours, through the year. M. W., 10.*

MR. BROWN

**330b. Child Behavior, Advanced.** A detailed study of the recent researches in the field. Lectures, observations, reports of reading and research.

*Two hours, second semester. T., 10-12.*

MR. DENNIS

**350. Research in Psychology.**

MR. JONES, MR. DENNIS AND MR. BROWN

## DEPARTMENT OF ROMANCE LANGUAGES

PROFESSOR CHURCHMAN, ASSISTANT PROFESSOR DOUGHERTY

See the statement of the general requirement in foreign language, for all candidates for the A.B. degree in the announcement of the Undergraduate Division.

The French courses are planned with the following ends in view: French 11 and 12 are the basic language courses. To the student who has completed 12, courses 13 and 14 offer respectively an option between a continuance of general language work and a course limited to translation and literature; both may be taken. Those who wish to continue the study of literature after taking 14 will take course

114, followed by the courses in which the literature is studied intensively; those interested primarily in the study of the language will take 13 and then 17. Course 17 is especially valuable for prospective teachers of French, for whom Education 204b, The Teaching of Modern Languages, may also be of interest.

A major in Romance languages may be made up from any reasonable sequence of four or five courses on the level of 13 or 14 above with two or three approved courses in another foreign language or literature, in English or in history. French 11 and 12 and Spanish 11 may not be counted for a major without the consent of the department.

## COURSES IN FRENCH

### 1. PRIMARILY FOR UNDERGRADUATES

**11. For Beginners.** Emphasis on reading ability. Incidental aural, oral, and written work. Indivisible course.

Open to freshmen.

Through the year. M. W. F., 11.

To be omitted in 1938-39.

MR. CHURCHMAN

**12. Intermediate.** Extensive reading, exercises in composition and pronunciation. Prerequisites, French 11 or two years of high school French. Indivisible course.

Open to freshmen.

Through the year. Tu. Th. S., 9.

MR. DOUGHERTY

*NOTE: Courses 13 and 14 are of approximately equal difficulty. Either may be taken upon the satisfactory completion of French 12 or three years of high school French, but admission of freshmen to course 13 is restricted to specially qualified students.*

**13. Composition and Pronunciation.** The objective of this course is the correct writing, pronunciation, and aural comprehension of present-day French.

Open to freshmen, subject to the approval of the instructor.

Through the year. Tu. Th. S., 8.

MR. DOUGHERTY

**14. Readings in French Literature.** The aim of French 14 is two-fold: the attainment of facile reading ability and a general view of modern French literature based upon a detailed study of ten works of representative authors.

Open to freshmen.

Through the year. M. W. F., 10.

MR. DOUGHERTY

**113. Introduction to French Civilization.** A selective survey of the history, art, literature, and music of France, from the Middle Ages to the present time, given in coöperation with the Worcester Art Museum. Weekly two-hour meetings at the Museum are divided between lectures and the showing and discussing of lantern slides and photographs, and, occasionally, the playing of phonograph records. A third hour weekly meeting at the College is arranged for Undergraduates. Ordinarily, it is expected that students will have completed French 14 before taking this course, inasmuch as a reading knowledge of the language is highly desirable.

French 113 may be counted in fulfillment of the general requirement in art, music and literature, but not in fulfillment of the requirement in foreign language.

Through the year. Tu., 4:15; W., 12.

MR. DOUGHERTY

Offered in alternate years. To be offered in 1938-39.

**114. General View of French Literature.** A unified and fairly complete account of French literature from the beginning to the present time. Prerequisite, course 14.

Through the year. Tu. Th. S., 12.

MR. CHURCHMAN

*NOTE: Not more than two of the courses in literature listed below are offered each year. They are restricted to qualified students and are conducted as private conference courses, devoted to wide reading, partly prescribed, and partly along lines suggested by the student's preference, but under guidance by the instructor. Weekly conferences. A short thesis is required in each semester. Before undertaking any of these courses it is ordinarily assumed that the student will have completed French 114 with a grade not lower than B and will have given evidence of ability to do advanced work by himself.*

**15. Literature of the Seventeenth Century.** MR. DOUGHERTY

**115. Literature of the Middle Ages.** MR. DOUGHERTY

**16. Literature of the Nineteenth Century.** MR. CHURCHMAN

**116. Literature of the Sixteenth Century.** MR. CHURCHMAN

**19. Literature of the Eighteenth Century.** MR. DOUGHERTY

**119. Contemporary Literature.** MR. CHURCHMAN

**17. Phonetics, Advanced Composition and Oral Work.** Intensive linguistic work for intending teachers and other advanced students. Prerequisite, course 13.

Through the year. M. W. F., 10.

MR. CHURCHMAN

Offered in alternate years. To be omitted in 1938-39.

**Education 204b. The Teaching of Modern Languages.** For description see announcement of "Department of Education."

*Half course, second semester.* Tu., 12; W., 4-6.

MR. CHURCHMAN

Offered in alternate years.

## COURSES IN SPANISH

## 1. PRIMARILY FOR UNDERGRADUATES

**11. Elementary.** Carefully graded reading; exercises in grammar and pronunciation. Attention is paid to the artistic and cultural achievements of Spain. Indivisible course.

Open to freshmen.

Through the year. M. W. F., 11.

MR. DOUGHERTY

**12. Intermediate.** Combination of readings from Spanish literature with more advanced study of the language, oral and written. Prerequisite, course 11 or two years of high school Spanish.

Open to freshmen.

Through the year. Tu. Th. S., 10.

MR. CHURCHMAN

Offered in alternate years. To be offered in 1938-39.

## DEGREES CONFERRED

### In the Calendar Year 1937

#### BACHELOR OF ARTS

|                           |  |
|---------------------------|--|
| Willard Francis Blanchard | Robert Seaman Melville   |
| Roger Bliven              | Robert Albert Miles  |
| Victor George Paul Boin   | Albert Eugene Newton   |
| Murray Brauer             | Joseph Frederick Ortman  |
| James Francis Convery Jr. | Louis Cook Peltier   |
| John King Davis           | Joseph Leo Perry   |
| Wendell Woodworth Davis   | Robert Person  |
| Stephen Elias             | (With Honors in Economics<br>and Sociology)                                |
| Irving Peter Erickson     | Walter Thomas Popowicz   |
| Thomas Lloyd Fletcher     | David Porter (With High Honor<br>and Honors in Economics<br>and Sociology) |
| (With High Honor)         | Laurence Everett Potter  |
| Edwin Louis Goldberg      | Harry Rapaport   |
| (With Highest Honor)      | Horatio Maunsell Richardson Jr.  |
| Jacob Gordon              | Bernard Leon Romanoff  |
| Arnold Wilfred Green      | Saul Mones Romanoff  |
| Henry Samuel Guterman     | Harold William Ross  |
| (With Highest Honor)      | Julian Leon Sagalyn  |
| George Edward Hall Jr.    | Stanley Alvin Schorr   |
| Max Hershman              | Daniel John Shea   |
| Andrew Gustaf Holstrom    | William Albert Simonds   |
| Harold Kenneth Jannery    | William Thomas Stimson   |
| Sidney Kanowitz           | (With Honors in German)  |
| Dana Willard Kennan       | Herbert Ralph Tacker   |
| Alfred Joseph Krzinowek   | (With High Honor)  |
| Ralph Warner Lenat        | Irving William Terrill   |
| William Lloyd Lewis       | James Edward Philip Toman  |
| Woodrow Charles Lodding   | John Walenty Vaitkus   |
| (With Honor)              | Arthur Bertrand Warren   |
| David William Lupien Jr.  | Joel Williams  |
| Michael Manoogian         |  |
| Louis Henry May           |  |

#### BACHELOR OF EDUCATION

|                     |                             |
|---------------------|-----------------------------|
| Annie Jean Brown    | Roger Freeman Langley       |
| Mary Agnes Daley    | Lillian Antonia Loungway    |
| Joseph Zoel Dubé    | Ingeborg Marie Ohrn         |
| Mary Dolores Hayden | Mary Etta Van Name          |
| Ella Olive Keene    | Reginald Gordon Illingworth |

## MASTER OF ARTS

|                              |                           |
|------------------------------|---------------------------|
| Harry Nathan Aizenstat       | William Albert Lotz       |
| Lorna Gwendolyn R. Armstrong | Raimondo Carlo Manzini    |
| George Albert Beishlag       | Theodore Francis Marburg  |
| Bettie Joan Belk             | John Alfred McGuire       |
| John Joseph Brockwell        | Merle Wentworth Myers     |
| Basilio Castaldi             | John Warren Nystrom       |
| Thomas Wilson Chamberlin     | John Lewis Pepin          |
| Wilma Belden Fairchild       | Margaret Quimby           |
| Asbjorn Fause                | James Joseph Scanlan      |
| Joseph Harry Feingold        | Francis John Schadegg     |
| Mary Curtis Hutchinson       | Lloyd Andrew Schermerhorn |
| Hymen Lavine                 | Vitold Sukaskas           |
| George Francis Lisk          | Paul Albert Varg          |
| Richard Fink Logan           | Helen Shepherd Whittet    |

## MASTER OF ARTS IN EDUCATION

|                           |                          |
|---------------------------|--------------------------|
| Philip Elwyn Arsenault    | Timothy Francis Clifford |
| Phyllis Marie Bierberbach | Mary Elizabeth Kennedy   |
| Gertrude Minetta Bryant   | Iver Laine               |

## DOCTOR OF PHILOSOPHY

|                          |                           |
|--------------------------|---------------------------|
| Agnes Morgan Allen       | Alfred Russell Oliver     |
| Phil Edwards Church      | Walter William Ristow     |
| Harold Mansfield Hayward | Leften Stavros Stavrianos |
| George Edgar McReynolds  | Carl Louis Stotz.         |
| Vishnu Vitthal Oak       |                           |

## SUMMARY 1939

|                       |                    |                             |    |
|-----------------------|--------------------|-----------------------------|----|
| Bachelor of Arts      | 53                 | Master of Arts              | 28 |
| Bachelor of Education | <del>8</del><br>16 | Master of Arts in Education | 6  |
|                       |                    | Doctor of Philosophy        | 9  |

## HONORARY DEGREES

Awarded June 5, 1937

|                         |                          |
|-------------------------|--------------------------|
| Homer Gage              | Doctor of Laws           |
| Samuel Paul Capen       | Doctor of Letters        |
| Samuel Flagg Bemis      | Doctor of Humane Letters |
| Frederick Carlos Ferry  | Doctor of Science        |
| Stephen Duggan          | Doctor of Laws           |
| Tyler Dennett           | Doctor of Laws           |
| Henry Herbert Donaldson | Doctor of Science        |

# REGISTER

Names of students are grouped in four lists. I, graduate students, college students, and special students in attendance during the regular academic year; II, those who attended the 1937 Summer School; III, extension students; IV, candidates for the degree of Bachelor of Education.

## I. GRADUATE STUDENTS, COLLEGE STUDENTS AND SPECIAL STUDENTS IN ATTENDANCE DURING THE REGULAR ACADEMIC YEAR

Explanation: S—scholar; F—fellow; HF—honorary fellow; numerals 38, 39, 40 and 41 are used to classify undergraduates; g—students formally admitted to the graduate division; s—special students; Al—ancient languages; B—biology; Ch—chemistry; Ec—economics and sociology; Ed—education; En—English; G—geography; H—history and international relations; Mu—Music; Ps—psychology.

State omitted—Massachusetts; town omitted—Worcester; street names refer to streets unless otherwise indicated.

This list includes the names of all who have matriculated and registered. An asterisk (\*) indicates that the student has withdrawn from the University prior to March 1, 1938. A dagger (†) indicates enrollment for the second semester only.

| Name                        | Classification | Home Address       | Worcester Address |
|-----------------------------|----------------|--------------------|-------------------|
| Adamian, Parnag Gabriel     | 38             |                    | 21 Edward         |
| *Adams, Richard McAllister  | 39             |                    | 10 Dean           |
| *Allen, Harold Gates        | Ed g           | Barre              |                   |
| Allen, Walter Ira           | 41             |                    | 18 North Parkway  |
| Alpert, Leo                 | G g            | Roxbury            | 9 Clifton         |
| Ames, Robert Edward         | 41             | Somerville         | 4 Regent          |
| Arnold, Samuel Leonard      | 38             |                    | 148 Elm           |
| Ash, Frederick Elton        | Ps g           | Kansas City, Mo.   | 166 Woodland      |
| †Bagdigian, Mabel A.        | H g            |                    | 59 Orchard        |
| Bagdikian, Ben Haig         | 41             |                    | 29 Monroe Ave.    |
| Baharian, Bedros            | 38             |                    | 9 Cottage         |
| Balcanoff, Eugene Jacob     | 40             |                    | 362 Coburn Ave.   |
| Balcom, Raymond Douglas     | 40             | East Douglas       |                   |
| Barberet, Gene Joseph       | 41             | Oakville, Conn.    | Estabrook Hall    |
| Bartimo, Frank Antonio      | 40             | Leominster         | Estabrook Hall    |
| Bates, Warren Bradford      | 41             |                    | 1 Congress        |
| Battersby, Kenneth Arthur   | G s            |                    | 926 Main          |
| Beaven, Winton Henry        | H g            | South Lancaster    |                   |
| Becker, Edward Gerard       | 40             |                    | 17 Bellingham Rd. |
| Beckford, Lewis Harrower    | 40             |                    | 11 Dunbar         |
| Benoit, Merrill Philip      | 40             | Southbridge        |                   |
| †Berard, Theodore H.        | Ed s           |                    | 414 Park Ave.     |
| Berlin, Sumner Abraham      | 40             | Roxbury            | 89 Richmond Ave.  |
| Berman, Ira Bertram         | G F            | Hempstead, N. Y.   | 166 Woodland      |
| Bickman, James Saul         | 39             | Dorchester         | 6 Hancock         |
| Biron, Leo Joseph           | 39             | Williamstown       | Estabrook Hall    |
| Blanchard, Donald           | 38             | Stoneham           | 4 Norwood         |
| Blanchard, John Putnam      | 38             | Spencer            | 35 Maywood        |
| *Boin, Victor Paul          | Ed s           |                    | Worc. State Hosp. |
| Boulard, Louise Estelle     | Ch s           |                    | Worc. City Hosp.  |
| Boynton, Charles Frank      | 41             | West Boylston      |                   |
| Braman, Robert Edward       | 41             | Auburn             |                   |
| Brandes, Frederick Milles   | 38             |                    | 106 Elm           |
| Bratton, Francis Howard     | Ch s           | Elkton, Md.        | 166 Woodland      |
| Bredice, Albert Louis       | 41             | Norwalk, Conn.     | Estabrook Hall    |
| †Brennan, Joseph Francis    | Ed g           |                    | McCormick Ct.     |
| Bridge, Elizabeth Gordon    | H g, S         | Hazardville, Conn. | 55 Downing        |
| Briggs, Charles Dwight, Jr. | 38             | Princeton          |                   |
| Brigham, Robert Irving      | 39             |                    | 17 Poniken Rd.    |
| Brulé, Irving William       | 38             |                    | 1319 Main         |
| Buehl, Clara Caroline       | B S            | Berea, Ohio        | 41 Beaver         |
| †Bullock, Robert Woods      | En s           |                    | 35 Downing        |
| *Burggraaf, Stanley Roy     | H g            |                    | 282 Highland      |
| Burner, Richard Meredith    | Ed g           |                    | 6 Ripley          |
| Burt, Arthur Lowe           | 38             |                    | 38 Fales          |
| Burton, Ethel Sandell       | Ed g           |                    | 46 Beaver         |
| *Caplovich, Jerome          | 39             | Southbridge        |                   |
| *Card, Robert William       | Ed g           | Warren             |                   |
| *Carr, Alden Jesse          | Ed s           | Marlboro           |                   |
| Carini, Robert John         | 40             | Frammingham        |                   |
| Carlson, Albert Sigfrid     | G F            |                    | 475 Lincoln       |

| Name                             | Classification | Home Address       | Worcester Address   |
|----------------------------------|----------------|--------------------|---------------------|
| Carlson, Ralph Ludvig            | 38             | Paxton             |                     |
| Carroll, George Joseph           | 39             | Ashburnham         | Estabrook Hall      |
| Carruthers, John Burr            | 38             | Frammingham        | 49 Florence         |
| *Carter, Alden Herbert           | 40             |                    | 16 Mountain Lane    |
| Chabot, Charles Albert Jr.       | 41             |                    | 1 Longfellow Rd.    |
| Chafetz, Samuel                  | 40             |                    | 23 No. Woodford     |
| Chamberlin, Thomas Wilson        | G F            | Charleston, Ill.   | 166 Woodland        |
| Chase, Irving Edward             | 41             | Everett            | Estabrook Hall      |
| *Chupas, Vincent Joseph          | 40             |                    | 51 Perry Ave.       |
| Churchill, Frederick Jackson     | 39             |                    | 35 Guild Rd.        |
| Cicak, Robert Russell            | H S            | Binghampton, N. Y. | 2 Wyman             |
| Clair, John Joseph               | 41             |                    | 105 Arthur          |
| Cleveland, Roger William         | 41             | Watertown, Conn.   | Estabrook Hall      |
| Clifford, Joseph Nelson          | G g            | Quincy             | 9 Clifton           |
| Cohen, David Jerome              | 41             | Malden             | Estabrook Hall      |
| Cohen, Harry Harris              | 41             |                    | 86 Houghton         |
| Colby, Carroll Durgin            | 39             |                    | 276 Highland        |
| Cole, Hubert Morton, Jr.         | 38             | Springfield        | 19 Clifton          |
| Cooper, Joseph Simon             | 41             |                    | 49 Evers            |
| Cossaboom, Robert Thomas         | 41             |                    | 6 Dodge Ave.        |
| Cotzin, Milton                   | 38             |                    | 34 Chatham          |
| Craig, William Walter            | 39             | Paxton             |                     |
| Crocker, Howard William          | H F            | Middleport, N. Y.  | 166 Woodland        |
| Culbert, James Irving            | G F            | Taos, N. M.        | 35 Maywood          |
| Damarjian, Aram                  | 38             |                    | 25 Bancroft         |
| Danckert, Joseph Francis         | 38             |                    | 5 Gordon            |
| Daum, Harry                      | 39             | Springfield        | 4 Hancock           |
| Deering, George Edwin, Jr.       | 39             | Shrewsbury         |                     |
| DeLollis, Emidio Anthony         | 41             |                    | 14 Liscombe         |
| DeLollis, Nicholas John          | 38             |                    | 14 Liscombe         |
| Diliberto, Joseph Francis        | 39             | Brooklyn, N. Y.    | 27 Wyman            |
| Dillon, Lucile Alice             | H S            | Brooklyn, N. Y.    | 16 Claremont        |
| Dolan, Lawrence Edward           | 40             |                    | 15 Beaver           |
| Dolan, Mary Ann                  | Ps S           |                    | 39 Kingsbury        |
| Donohue, Philip Vincent          | 40             |                    | 6 Lowell            |
| Doolittle, Clifford Holman       | 41             | Spencer            |                     |
| Dorn, Herman William             | Ch F           |                    | 17 Hitchcock Rd.    |
| Dzikiewicz, Albert Wallace       | 41             |                    | 55 Olga Ave.        |
| Edwards, Robert Irwin            | 40             |                    | 18 City View        |
| Elby, Yoosuf                     | 41             |                    | 396 Park Ave.       |
| Eldridge, James Lee              | 41             | Leicester          |                     |
| Epstein, Burton                  | 39             |                    | 138 Elm             |
| Erikson, Carl Rheinhold          | 39             |                    | 2 Clara             |
| *Estabrook, William Wallace, Jr. | Ed g           |                    | 43 Brattle          |
| Everett, Lucius Theodore         | 41             | Jersey City, N. J. | Estabrook Hall      |
| Feingold, Julian Franklyn        | 40             |                    | 22 Amherst          |
| Feldman, Max                     | 41             |                    | 128 Hamilton        |
| Feldman, Theodore Edward         | 39             |                    | 270 Grafton         |
| Fenner, Harold Luther            | H g            |                    | 60 Copperfield Rd.  |
| Fitton, Lawrence Porter          | 41, G s        |                    | 16 Beechmont        |
| Flagg, Frederick Harris          | 41             |                    | 3 Nashoba Place     |
| Fleming, Raymond Edgar           | 38             |                    | 2 Pakachoag         |
| Fletcher, Thomas Lloyd           | Ch S           |                    | 125 Grand View Ave. |
| Foley, John Breen                | 40             |                    | 35 Beaver           |
| Ford, Catherine Elizabeth        | H g            | Grafton            |                     |
| Foxhall, William Bex             | B s            | Shrewsbury         | Worc. State Hosp.   |
| Friedman, Stanley Morton         | 39             |                    | 158 Morningside Rd. |
| Gadomski, Joseph Anthony         | 39             | Clinton            |                     |
| Gardarian, Leo Hagop             | 41             |                    | 11 Bancroft         |
| Gauthier, Armand Joseph          | 38             |                    | 925 Main            |
| Gibbs, Robert Grant              | 38             |                    | 7 Ruthven Ave.      |
| Gilbert, Helen Blanche           | H F            | Geneva, N. Y.      | 35 May              |
| Giraitis, Albert Philip          | Ch F           | Providence, R. I.  | 18 Birch            |
| †Gladding, Albert Hazen          | 39             | Leicester          |                     |
| Goff, Joseph Nathaniel           | 38             |                    | 97 Granite          |
| Goodwin, Ralph Roger             | 39             | Gardner            | Estabrook Hall      |
| Goulding, John Paul              | Ch F           | Leicester          |                     |
| Granger, Rocheleau Zephirin, Jr. | 38             |                    | 19 Hacker           |

| Name                            | Classification | Home Address          | Worcester Address  |
|---------------------------------|----------------|-----------------------|--------------------|
| Gray, Elizabeth Marie           | H g            |                       | 61 Dorchester      |
| Gray, William David             | 38             | So. Manchester, Conn. | Estabrook Hall     |
| †Gregory, Elizabeth Emery       | G F            | Keene, N. H.          | 38 Benefit         |
| Grodberg, Emil Hirsch           | Ec F           |                       | 112 Elm            |
| Grout, Vernon Marshall          | 38             |                       | 83 Olean           |
| Gryk, Anthony John              | 38             | So. Manchester, Conn. | Estabrook Hall     |
| Guenther, Richard Alexander     | 40             | Clinton               |                    |
| Guest, Lester Philip            | Ps S           | Medford               | 166 Woodland       |
| Guterman, Bert                  | 39             |                       | 15 Tahanto Rd.     |
| Haddad, Albert                  | 39             |                       | 18 Wall            |
| Haddad, Saad Paul               | 40             |                       | 87 Norfolk         |
| Haddadian, Zareh                | B F            | Troy, N. Y.           | 166 Woodland       |
| Hadsel, Fred Latimer, Jr.       | H S            | Oxford, Ohio          | 166 Woodland       |
| Hall, Merle Guy                 | 41             |                       | 179 Lincoln        |
| *Hall, Robert Edward            | 41             | Upton                 |                    |
| Hallowell, Philip Malcolm       | Ed s           | Whitinsville          |                    |
| Hammond, Merle William          | Ec S           | Jasper, Mo.           | 49 Florence        |
| Hansen, Robert Eugene           | H g            |                       | 8 Ericsson         |
| Hanson, Paul Manfred            | 41             |                       | 59 King Philip Rd. |
| Haringa, Raymond Richard        | 39             | E. Douglas            |                    |
| Hartnett, John Henry            | 40             |                       | 22 Lenox           |
| Hatt, Mary Geraldine            | H S            | So. Bend, Ind.        | 70 Downing         |
| Healy, Edward Michael           | 41             | Watertown, Conn.      | Estabrook Hall     |
| Hearn, George Bligh             | 40             |                       | 202 Beacon         |
| Hebberd, John Swift             | 40, H s        |                       | 80 Florence        |
| Heins, Luke                     | 41, Ec s       | Jersey City, N. J.    | Estabrook Hall     |
| Hennessey, Robert Norman        | 40             | Westboro              |                    |
| Herrmann, Frank Clifton         | 39             | Northboro             |                    |
| Herrmann, William Charles       | 39             | Northboro             |                    |
| Hickey, Francis Raymond         | Ed g           |                       | 262 Burncoat       |
| Higginbottom, Arthur Raymond    | Ed s           | Millbury              |                    |
| Higgins, Charles Albert         | 39             |                       | 35 Barnard Rd.     |
| Hill, William Alexander         | G F            | Columbia, Mo.         | 2 Woodbine         |
| *Hjelm, Walter K.               | Ed s           | Holden                |                    |
| Hoppin, Harry B., Jr.           | 41             |                       | 20 Monroe Ave.     |
| Hotchkiss, Charles Neil         | 40             | Forestville, Conn.    | 35 Maywood         |
| Houle, Lawrence Reuben          | Ed g           | Warren                | 22 Ferdinand       |
| Howard, Fred Hiland             | 39             | Chicopee Falls        | 98 Lovell          |
| Howard, Walter Joseph           | 38             |                       | 24 Fairbanks       |
| Hubbard, Forrest Walker         | 41             | Gardiner, Me.         | Estabrook Hall     |
| Hull, Richard Lester            | 41             | Rockport              | Estabrook Hall     |
| Humeston, Margaret Elaine       | Ps S           | Redfield, S. D.       | 3 Maywood Place    |
| Hunter, George Alexander        | 38             |                       | 10 Glenwood        |
| Hunter, Richard Edward          | 41             |                       | 3 Hockanum Way     |
| Hurwitz, Louis Sidney           | 40             |                       | 77 Brantwood Rd.   |
| Illingworth, Reginald Gordon    | G g            | Chester, Vt.          | 919 Main           |
| Iltanen, Jorma                  | 38             |                       | 30 Fountain        |
| Jaffray, Archibald Gidley       | 39             | Brookfield            |                    |
| †Jeffs, Lillian                 | H s            |                       | 6 Hudson           |
| *Johnson, Harry Otis            | 41             |                       | 12 May             |
| *Johnson, Verner Stanley        | 41             | Millbury              |                    |
| Jonitis, Peter Paul             | 39             |                       | 5 Vernon Ter.      |
| Jorgenson, Harold Torstein      | G S            | Duluth, Minn.         | 2 Woodbine         |
| Karpoe, John Paul               | 41             |                       | 628 Cambridge      |
| Katz, Milton Harold             | 41             |                       | 26 Gardner         |
| Keenlyside, William Mawhinney   | H F            | Vancouver, B. C.      | 166 Woodland       |
| Kellie, Charles Clark           | 38             | Waterbury, Conn.      | Estabrook Hall     |
| Kelman, Edward Mark             | 41             | Rochester, N. Y.      | Estabrook Hall     |
| Kenneway, Harold John           | 39             | Brookfield            |                    |
| Kessler, Bennet Carl            | 40             |                       | 45 Derby           |
| Killelea, Edward Thomas         | 41             | Leominster            | Estabrook Hall     |
| *Kimball, Louis Albert          | 41             | Sutton                |                    |
| King, Bernard Thomas            | 40             | Waterbury, Conn.      | Estabrook Hall     |
| †Kirkendall, Elizabeth Voorhees | G s            | Logansport, Ind.      | 7 Otsego Rd.       |
| †Kirkendall, Walter Emmett      | G F            | Boulder, Colo.        | 7 Otsego Rd.       |
| Kneller, John William           | 38             |                       | 1 Russell          |
| Knight, Albert Edwin            | 38             |                       | 19 Rollinson Rd.   |
| *Köster, Marie-Luise            | G F            | Germany               | 166 Woodland       |
| Kohne, John Theil               | H g            | Duluth, Minn.         | 2 Woodbine         |

| Name                          | Classification | Home Address        | Worcester Address |
|-------------------------------|----------------|---------------------|-------------------|
| Kopelman, Bernard             | 38             | Dorchester          | 4 Hancock         |
| Korpi, Reino                  | Ed g           |                     | 18 Catherine      |
| Kos, Walter John              | 39             | Webster             |                   |
| Kroll, Henry Michael          | 38             | New York City       | 4 Hancock         |
| Kropp, George Victor          | B s            |                     | 1 Homestead Ave.  |
| Krug, Louis Arthur            | H S            | Philadelphia, Pa.   | 114 Woodland      |
| Kudarauskus, Edmund Nicodem   | 41             |                     | 2 Danvers         |
| Langenheim, William James     | 39             | Brookline           | Estabrook Hall    |
| Langley, Roger Freeman        | Ed g           | Barre               |                   |
| Laprade, Albert Joseph        | 39             | Spencer             |                   |
| Laprade, Charles Norman       | 40             | Spencer             |                   |
| Larson, Knute G. A.           | 40             | Shrewsbury          |                   |
| Lavery, Alfred                | 38             |                     | 5 Amesbury        |
| Lessard, Amos Joseph          | 40             |                     | Estabrook Hall    |
| Letendre, Donald Henry        | 38             | Spencer             |                   |
| Levine, Aaron Myron           | 41             | New Haven, Conn.    | Estabrook Hall    |
| Lidstone, Reginald David, Jr. | 38             |                     | 8 Catalpa         |
| *Lin, Kwante David            | G F            | China               | 166 Woodland      |
| Lisabitsky, Joseph            | 38             |                     | 100 Granite       |
| Litchfield, Charles MacMurtry | 40             | Clinton             |                   |
| Logan, Marguerite             | G F            | Kalamazoo, Mich.    | 166 Woodland      |
| Longo, John Robert            | 39             | Leominster          |                   |
| Lopez, Manuel Hervé           | 41             | Brooklyn, N. Y.     | Estabrook Hall    |
| Lupien, David William, Jr.    | Ed g           |                     | 162 Heard         |
| McAleer, William              | H F            | Buffalo, N. Y.      | 6 Hancock         |
| McCarthy, Andrew Francis      | 38             |                     | 77 Fox            |
| MacClintock, Leslie Anderson  | Ch s           |                     | 25 Ormond         |
| McComas, Robert Francis       | 39             | Spencer             |                   |
| McCune, Shannon B.            | G F            | Chicago, Ill.       | 31 Maywood        |
| *McGrail, Florence E.         | Ed g           |                     | 65 Beverly Rd.    |
| McInerny, James Alfred        | 39             |                     | 29 Coes           |
| McInnis, Donald Harry         | 38             |                     | 439 Chandler      |
| McKenna, James William        | Ed g           |                     | 61 Fox            |
| Mackay, John Ross             | 39             | Toronto, Ont.       | 6 Oliver          |
| *Mackey, Thomas Fiske         | 40             | Beachwood, N. J.    | Estabrook Hall    |
| Madorsky, Milton Eugene       | 38             | Springfield         | 42 Freeland       |
| Malkasian, Henry Aram         | 39             |                     | 116 Eastern Ave.  |
| Malkoski, Adolph William      | 39             |                     | 51 Ellsworth      |
| *Mansur, Kenneth Ward         | 40             |                     | 54 Beaver         |
| Marburg, Theodore F.          | Ec F           | Newfoundland, N. J. | 166 Woodland      |
| Marden, Douglas Wyman         | 39             | W. Boylston         |                   |
| Martin, Paul Felix            | 39             |                     | 11 Fairhaven Rd.  |
| Martin, Richard Blazo         | 39             | Ashburnham          | 44 Trumbull       |
| Mazánek, Jindrich Henry       | Ec F           | Czechoslovakia      | 166 Woodland      |
| *Mencow, Nathaniel            | Mu s           |                     | 21 Strathmore Rd. |
| Merchant, Edward Joseph       | 40             |                     | 20 Kingsbury      |
| Merriam, Frederick Stevens    | 39             |                     | 8 Norwood         |
| **Metivier, Wilfred Joseph    | 40             | Leominster          | Estabrook Hall    |
| Michaelson, Henry Ellis       | 40             |                     | 45 Mendon         |
| †Michie, Jeanne H.            | En s           |                     | 10 Military Rd.   |
| Mikoloski, Edward C.          | 41             |                     | 109 Ward          |
| Milliefsky, Henry Samuel      | 39             |                     | 90 Granite        |
| Millen, Donald Newton         | H S            | Endicott, N. Y.     | 166 Woodland      |
| Miller, Robert Morton         | 41             | Allston             | Estabrook Hall    |
| Milne, Robert Scott           | 40             | Toms River, N. J.   | 35 Maywood        |
| Moberg, Wensel William        | 39             |                     | 4 Dybeck          |
| †Moran, John Joseph           | Ed g           | Clinton             |                   |
| Moriarty, John Francis        | 40             |                     | 8 Gardner Ter.    |
| Morris, Bernard               | 39             | Springfield         | 42 Freeland       |
| Morris, Joycelin Irene        | Ed g           |                     | 37 Shattuck       |
| Morrison, Paul Cross          | G F            | E. Lansing, Mich.   | 10 Englewood Ave. |
| Moulton, Benjamin             | 40             | Northboro           |                   |
| *Moynihan, James J.           | Ed s           |                     | 85 Eunice Ave.    |
| Muktarian, Edward Sarkis      | 41             | Whitinsville        |                   |
| Murphy, Anna Loftus           | Ed g           |                     | 264 Millbury      |
| †Myers, Clara Angella         | G g            | Biglerville, Pa.    | 122 Woodland      |
| Nally, William James          | 38             | No. Grafton         |                   |
| Namen, Hanna Anthony          | 40             |                     | 80 Dewey          |
| Nathanson, Norman Joseph      | 38             | Norwalk, Conn.      | 6 Charlotte       |

\*\*Died Dec. 19, 1937

| Name                         | Classification | Home Address       | Worcester Address  |
|------------------------------|----------------|--------------------|--------------------|
| Nelson, Rodney Eric          | 38             |                    | 106 W. Boylston    |
| Ney, Robert Morse            | G g            | Riddlesburg, Pa.   | 84 Florence        |
| Norman, Paul Pheneas         | 39             | Malden             | 21 Maywood         |
| Nugent, John Joseph, Jr.     | Ed g           | Auburn             |                    |
| †O'Brien, Elizabeth Ann      | G g            |                    | 10 Hawthorne       |
| O'Brien, Philip Augustin     | 40             |                    | 10 Hawthorne       |
| O'Connor, John Joseph        | 40             | Waterbury, Conn.   | Estabrook Hall     |
| O'Connell, William Joseph    | Ed g           |                    | 145 Woodland       |
| Oda, Taiichi                 | 40             | Japan              | 3 Maywood Pl.      |
| Olson, Carl William          | 39             |                    | 10 Tupelo Rd.      |
| Olson, Ralph Eugene          | G F            | Newman Grove, Neb. | 166 Woodland       |
| Olson, Walter Albert         | 39             |                    | 35 Rockdale        |
| O'Neil, Edward George        | 41             |                    | 6 Arlington        |
| *O'Toole, George A.          | Ed g           |                    | 37 Houghton        |
| Ouellette, Gerard Arthur     | 41             |                    | 121 Clark          |
| Page, Howard Eastman         | Ps S           | Groton, Vt.        | 166 Woodland       |
| Pappas, George Fred          | 40             |                    | 125 Franklin       |
| Parslow, John Barr           | 38             |                    | 17 Havana Rd       |
| Partridge, Stuart Keefer     | 41             | Webster            |                    |
| Pepin, John Lewis            | Ec F           | Elk River, Minn.   | 766 Main           |
| Perrone, Samuel Joseph       | 40             |                    | 55 Wall            |
| Perry, Henry Barnes          | 40             | Leominster         | 919 Main           |
| Peters, George Michael       | 38             |                    | 9 Eastham          |
| Peterson, Warren Stanley     | 39             |                    | 14 Pineland Ave.   |
| Phipps, Robert Bradford      | 41             |                    | 13 Isabella        |
| Picard, René                 | H F            | France             | 166 Woodland       |
| Porter, David                | Ec S           |                    | 28 Woodford        |
| Pottle, Irwin Davis          | 38             | Oxford             |                    |
| Powell, Allen Shedd          | 39             |                    | 4 Riedl Place      |
| Powers, George Hugo          | 39             | Shrewsbury         |                    |
| Powers, Robert Frederick     | 40             | Shrewsbury         |                    |
| Racicot, Theodore Peter      | 38             | Webster            | 919 Main           |
| Raisanen, Toimi Kosti        | 40             | Gardner            | 19 Clifton         |
| Rajala, Asari                | 39             | Jersey City, N. J. | Estabrook Hall     |
| Reichenthal, Eugene Herbert  | 39             | Quincy             | 4 Hancock          |
| Resnick, Harry               | 40             | W. Hartford, Conn. | 21 Shirley         |
| Riley, Paul Ward             | 38             |                    | 194 Ingleside Ave. |
| Ritacco, Frank Edward        | 41             |                    | 61 Orient          |
| Rome, Harold Daniel          | 40             |                    | 3 Midland          |
| Rose, Sidney                 | 41             |                    | 8 Woodford         |
| Rosemark, Clarence Jacob     | 39             | Roxbury            | 6 Hancock          |
| Ross, John Francis           | 41             |                    | 62 Suffolk         |
| Rosvall, Toivo David         | Ed g           |                    | 197 Eastern Ave.   |
| Rowley, Theodore Roosevelt   | 41             | Boston             | Estabrook Hall     |
| Roy, Eric Arthur             | 38             |                    | 147 Olean          |
| Rubin, Samuel Howard Leonard | 41             | New Haven, Conn.   | Estabrook Hall     |
| Rupp, Monroe J.              | Al s           |                    | 134 Apricot        |
| Ruseckas, Vincent Peter      | 38             |                    | 117 Washington     |
| Russell, Roger Wolcott       | Ps F           |                    | 22 Holland Rd.     |
| Russell, William James       | 38             | Clinton            |                    |
| Ryan, Arthur John            | 39             | Webster            |                    |
| Sagalyn, Julian L.           | B g            | Springfield        | 18 Downing         |
| Salter, Thomas Lowell        | 40             |                    | 3 Waconah Rd.      |
| Sanderson, James Brander     | 41             |                    | 10 Wabash Ave.     |
| Sandrof, Morris              | 41             | Gardner            |                    |
| Sands, Matthew Linzee        | 40             | Oxford             |                    |
| Savage, Philip Minot         | 41             |                    | 41 Lancaster       |
| Scheibe, Fred Karl           | 38             | Quincy             | 766 Main           |
| Schmidt, Norman Bernard      | 41             |                    | 61 Fairhaven Rd.   |
| Schollard, John              | 41             |                    | 36 Shirley         |
| Schultz, Julian              | 39             |                    | 13 Jones           |
| Schwenterly, Stanley William | 41             | Waterbury, Conn.   | Estabrook Hall     |
| *Scotland, Robert Howe       | 41             | Cochituate         |                    |
| Scott, Clare                 | G S            | Los Angeles, Cal.  | 2 Woodbine         |
| Seaver, Owen L.              | 41             |                    | 19 Knox            |
| Shannon, John Joseph         | 40             |                    | 41 Ripley          |
| Shapiro, Max Andrew          | 39             | Roxbury            | 4 Hancock          |
| Shapiro, Nathan              | 40             |                    | 12 Arlington       |
| Shaw, Harold Francis         | 40             |                    | 60 Intervale Rd.   |
| Shaw, Paul Frederick         | 38             |                    | 12 Intervale Rd.   |

| Name                        | Classification | Home Address          | Worcester Address    |
|-----------------------------|----------------|-----------------------|----------------------|
| Shea, Joseph Emmett         | s              |                       | 36 Monroe Ave.       |
| †Sheehan, John Vincent      | Ch s           |                       | 2 Clement            |
| Sher, David B.              | 41             |                       | 30 Derby             |
| Sherman, John Clinton       | G g            | Flint, Mich.          | 166 Woodland         |
| Shwadran, Benjamin          | 38             | Brooklyn, N. Y.       | 20 Tahanto Rd.       |
| *Siltberg, H. Paul          | Ec s           |                       | 27 Wabash Ave.       |
| *Silvester, William Henry   | 41             | W. Boylston           |                      |
| Siple, Paul Allman          | G F            | Erie, Pa.             | 16 Loudon            |
| Sleeper, Arnold             | 40             |                       | 69 June              |
| Small, Cloyd Eldon          | Ed g           | Kingfield, Me.        | Worcester Academy    |
| *Smart, Lyndwode Norton Lee | Ed g           |                       | 37 Oak Ave.          |
| Smith, Edward Arvey         | 39             |                       | 17 Jones             |
| *Smith, Mary Marjorie       | G g            | Detroit, Mich.        |                      |
| Southwick, Albert Brown     | 41             | Leicester             |                      |
| Spencer, Charles Ellis      | 38             |                       | 132 Coolidge Rd.     |
| Stacey, Karl                | G g            | Boulder, Colo.        | 2 Friedel            |
| Stanhope, William Russell   | 41             | Shrewsbury            |                      |
| Stead, Albert Theodore      | 38             |                       | 16 Sigel             |
| Steere, Howard Clarence     | 39             |                       | 88 Elm               |
| *Steever, Walter Robert     | 39             | Jersey City, N. J.    | 19 Clifton           |
| Steeves, Frederic Vosmus    | 39             | Leicester             |                      |
| Stein, Saul Reuben          | 38             | Bridgeport, Conn.     | 6 Charlotte          |
| *Stockman, Harlan Wheelock  | 38             | Dodge                 |                      |
| Stone, Bernard              | 41             |                       | 30 Woodford          |
| Sullivan, Frank David       | 40             |                       | 115 Lincoln          |
| Sullivan, Paul Joseph       | Ed s           |                       | 4 Federal Place      |
| Sundeen, Earl Ivan          | 38             |                       | 48 Channing          |
| Sundeen, Roy Carl           | 39             |                       | 48 Channing          |
| Swenson, Elof Folke         | 41             |                       | 16 Windsor           |
| Swett, Fred Kitfield, II    | 40             | Manchester-by-the-Sea | 11 Dunbar            |
|                             |                |                       |                      |
| Taparowsky, James Joseph    | 40             |                       | 17 Fox               |
| *Tarbox, Arthur Mott        | Ec g           |                       | 107 June             |
| Taylor, George Blaney, Jr.  | 41             | New Britain, Conn.    | 19 Clifton           |
| Taylor, Robert Clark        | 39             | Stoneham              | 35 Richards          |
| Terio, Oiva A.              | Ed. g          | Rutland               |                      |
| Thomas, Emrys Price         | 40             |                       | 2 King               |
| Thompson, John Henry        | 41             |                       | 7 Hawthorne          |
| *Titus, Howard Andrews      | 38             | E. Morris, Conn.      | 19 Clifton           |
| Toomey, Kathryn Derby       | H g            | Spencer               |                      |
| †Towers, Helen Ranlett      | Ed s           | Athol                 |                      |
| Travers, George Edward      | 41             | Port Jefferson, N. Y. | Estabrook Hall       |
| Tufts, Donald Irving        | 41             | Westboro              |                      |
| *Turner, Stanley Glendon    | Ed g           | Spencer               |                      |
|                             |                |                       |                      |
| Underwood, Francis Milot    | Ed g           |                       | 6 William            |
| Upham, Sidney Dayton        | 40             | W. Boylston           |                      |
|                             |                |                       |                      |
| Varjabedian, Anthony        | 41             |                       | 129 West             |
| Viens, Roger George         | 41             |                       | 178 Hamilton         |
|                             |                |                       |                      |
| Walker, Margaret Cullver    | G F            | Oakland, Cal.         | 118 Woodland         |
| Warren, Arthur Bertrand     | Ed g           |                       | 117 Beaconsfield Rd. |
| Watkins, Eugene Leonard     | 40             |                       | 41 Plantation        |
| Webster, William Henry, Jr. | 40, H s        | Providence, R. I.     | 450 Park Ave.        |
| †West Frederic Myron        | 38             | Haverhill             | 6 Birch              |
| Wheaton, Philip Damon       | 38             | Putnam, Ct.           | Estabrook Hall       |
| White, Francis William      | 39, B s        |                       | Worc. State Hosp.    |
| White, William Thomas       | Ed g           |                       | 180 Canterbury       |
| Whitney, John Frank         | 40             | Orange                | 19 Clifton           |
| Winchester, George Albert   | 41             |                       | 40 Clover            |
| Winterbottom, Lemuel Joseph | 40             | Paxton                |                      |
| *Wolanin, Alphonse Stanley  | Ed s           | Poland                | 8 Ashmont Ave.       |
| Wolk, Elliot Samuel         | 40             | Springfield           | 36 Barclay           |
| Wolkowich, Haskell Philip   | 38             |                       | 159 Providence       |
|                             |                |                       |                      |
| †Yenice, Mehmet Fahir       | 41             | Turkey                | Estabrook Hall       |
| Yetvin, Irving Jack         | 38             |                       | 49 Havelock Rd.      |
| York, Robert Maurice        | H S            |                       | 18 Shepard           |
|                             |                |                       |                      |
| Zelen, Abraham I.           | H F            | Brooklyn, N. Y.       | 766 Main             |
| Zeller, Rose                | G F            | Springfield, Ill.     | 166 Woodland         |

## II. SUMMER SCHOOL STUDENTS (1937)

An asterisk (\*) indicates participation in a field trip only.

- Adshead, Mona, Auburn  
 Ahearn, Margaret M., Worcester  
 Anguria, Anna C., Worcester  
 Barker, Margaret O., Worcester  
 Bennett, Helen Z., Washington, D. C.  
 Bennett, Howard F., Worcester  
 Bentz, Rose S., Brooklyn, N. Y.  
 Berard, Theodore H., Athol  
 Bjork, J. Russell, Worcester  
 Blanchard, Donald, Stoneham  
 Boggess, C. T., West Liberty, W. Va.  
 Bond, Evelyn G., Baldwin, N. Y.  
 Bouley, Norman A., Worcester  
 Bowman, Esther C., Marlboro  
 Boyer, Helen M., Washington C. H., Ohio  
 Braman, Robert E., Auburn  
 Brammell, James A., Washington, D. C.  
 Brandenburg, Margaret J., Worcester  
 Brown, Esther E., Worcester  
 Brulé, Irving W., Worcester  
 Buckley, Helen T., Worcester  
 Burkill, Gracia M., Spencer  
 Burman, Irene, Worcester  
 Burner, Richard M., Worcester  
 Burton, Ethel S., Worcester  
 Caplovich, Jerome, Southbridge  
 Carey, Helen, Worcester  
 Carey, Henry B., Springfield  
 \*Carhart, Grace M., Peekskill, N. Y.  
 Carlson, Albert S., Hanover, N. H.  
 Carlson, G. Virginia, Worcester  
 Carney, Grace L., Worcester  
 Carruthers, John B., Framingham  
 Coates, Luella M., Findlay, Ohio  
 Cogoli, John E., Worcester  
 Croak, Gertrude A., Worcester  
 Curtis, Eleanor S., Worcester  
 Davis, Beatrice K., Dodge  
 Dawson, Leroy L., Barre  
 Deering, George E., Jr., Shrewsbury  
 Derby, Elizabeth, Spencer  
 Diehl, Lee H., Shippensburg, Pa.  
 Doane, Sidney V., Worcester  
 Donahue, Michael A., Worcester  
 Donelan, Mary, Worcester  
 Dresser, Louisa, Worcester  
 Dubé, Joseph Z., Milford, N. H.  
 Earnsby, Ingeborg, Hopedale  
 Eaton, Louise S., Worcester  
 Erwin, George, Shrewsbury  
 \*Eyestone, Lura M., Normal, Ill.  
 Fenner, Harold L., Worcester  
 Foley, Gertrude E., Worcester  
 Fontaine, Louis A., Worcester  
 Fontaine, Mary Elizabeth, Clarksdale,  
 Miss.  
 Ford, Catherine E., Grafton  
 Fuller, Tyra L., Worcester  
 Gallotte, Marion J., Willimantic, Conn.  
 Giblin, Dora, Marlboro  
 Gillespie, John C., Erie, Pa.  
 Gilligan, Frances, Worcester  
 Greenall, Walter G., Jr., Wolfboro, N. H.  
 Greenawalt, Norman E., Shippensburg, Pa.  
 Gregory, Elizabeth, Keene, N. H.  
 Haddad, William C., Worcester  
 Hallock, Robert P., Jr., Worcester  
 Handel, Hazel G., Painesville, Ohio  
 Hankins, Grace Croyle, Camden, N. J.  
 Harmon, Ruth C., Leicester  
 Hayden, M. Dolores, Poughkeepsie, N. Y.  
 Hendry, Ruth, Worcester  
 Hickey, Francis R., Worcester  
 Hickey, Nancy Elizabeth, Shrewsbury  
 Hill, Paul, Stoneham  
 Hirvonen, Mary A., Worcester  
 Hobson, Maude A., Youngstown, Ohio  
 Hodgkins, Alfred S., Worcester  
 Houle, Lawrence R., Worcester  
 Hutchinson, Mary C., Aiken, S. C.  
 Jacobs, Elizabeth, Worcester  
 Jaffray, Archibald, Brookfield  
 Johnson, Harry O., Jr., Machias, Me.  
 Jones, Audrey L., Lubec, Me.  
 Jordan, Robert L., Worcester  
 Kelly, Rita, Worcester  
 Kennedy, Elaine, Monson  
 Kenney, Helen, Worcester  
 Kingsbury, Mildred L., Spencer  
 Kistler, Esther L., Nanticoke, Pa.  
 Knox, George R., Worcester  
 Konjoian, Moses, Worcester  
 Langley, Roger F., Barre  
 Laprade, C. Norman, Spencer  
 Lathrope, Frances M., Danville, Ill.  
 Lidgate, James A., Worcester  
 Lidstone, Reginald D., Jr., Dorchester  
 Linehan, Urban J., Bridgewater  
 Love, Margaret-Mary, Detroit, Mich.  
 McAleer, Myles R., Worcester  
 \*McBride, Alice, New York, N. Y.  
 McGrath, Thos. S., Worcester  
 McGuinness, Marie, Webster  
 McKenna, James W., Worcester  
 McKeon, Florence C., Worcester  
 MacPartland, Charles G., Worcester  
 McQuaid, Margaret, Spencer  
 McWeeney, Lorayne, Worcester  
 Martens, Eva E., Franklin Park, Ill.  
 Martin, Priscilla Sawyer, Grafton  
 Masoomian, Mary C., Worcester  
 Mattson, Elsie P., Worcester  
 Maxwell, Helen L., Worcester  
 Medin, Elin, Auburn  
 Melville, Martha, Worcester  
 Meyer, Wallace W., Bradford  
 Miller, Eugene H., Collegeville, Pa.  
 \*Milliron, Minna R., Marwood, Pa.  
 Mitchell, Rosemary, Marlboro  
 Murdock, Evelyn L., West Boylston  
 Murphy, Mary M., Washington, D. C.  
 Nelson, Sarah, Shrewsbury  
 Nevitt, Ramsay, Washington, D. C.  
 Nocchi, Jean, Worcester  
 O'Connell, William J., Worcester  
 Oswell, Sylvia J., Worcester  
 Parks, Ruth M., Birmingham, Mich.  
 Peirce, Emma, Westfield, N. J.  
 Perry, Henry B., Leominster  
 Peterson, Helga E., Worcester  
 Popowicz, Walter T., Worcester  
 Prescott, Marjorie, No. Grafton  
 Presson, Harold W., Worcester  
 Quinn, Margaret, Whitinsville  
 Reidy, Lawrence E., Worcester  
 Rice, Rebecca, Worcester  
 Rochette, Robert P., Worcester  
 Ross, Sabra L., Drexel Hill, Pa.  
 Rourke, Elizabeth A., Worcester

- Rush, Anne S., Scottsville, N. Y.  
 Saber, Mary, Worcester  
 Santoian, Berj, Worcester  
 Scarborough, Ray J., Winona, Minn.  
 Schneider, Noreen F., Fulton, N. Y.  
 Seaver, Owen L., Worcester  
 \*Shank, Marjorie, Carbondale, Ill.  
 Shaw, Margaret M., Worcester  
 Shaw, Paul F., Worcester  
 Shea, Helen E., Worcester  
 Shea, Joseph E., Worcester  
 Sleeper, Samuel, Worcester  
 Stanhope, William R., Shrewsbury  
 Stapp, Helen M., Cockeysville, Md.  
 Stephenson, Derrick A., Lewiston, Idaho  
 Stowell, Frank B., Worcester  
 \*Streeter, Mary A. R., Worcester  
 Sullivan, Catherine A., Worcester  
 Sullivan, Eugene A., Worcester  
 Sullivan, Mary A., Worcester  
 Swartfiguer, Eva M., Poughkeepsie, N. Y.  
 Tenney, Amy T., Keene, N. H.  
 Terrill, Irving W., Worcester  
 Tomasunas, Monica, Worcester  
 Torrey, Marion, Worcester  
 \*Van Name, M. Etta, Centerville, N. Y.  
 Walker, Austin W., Worcester  
 Webber, Margaret O., Rutland  
 Webster, William H., Jr., Prov., R. I.  
 West, Frederic M., Haverhill  
 White, William T., Worcester  
 Williams, Joseph A., Boone, N. C.  
 Wilson, Hubert H., Wilbraham, Mass.  
 Winchester, George, Worcester  
 Wright, Helen G., Putnam, N. J.  
 Winterbottom, Martha, Worcester  
 Young, Maude A., Worcester

### III. EXTENSION STUDENTS

1937-38

- Abbott, Ann E.  
 Adshead, Mona  
 Alden, Clara L.  
 Amidon, Dorothy A.  
 Appleton, Hilda M.  
 Beck, Mildred L.  
 Boyle, Frances R.  
 Bryant, Nellie J.  
 Buckley, Florence E.  
 Buckley, Helen T.  
 Burke, John F.  
 Cahill, Ann G.  
 Cahill, Catherine M.  
 Callahan, Helen E.  
 Carey, Anne D.  
 Carlson, G. Virginia  
 Carmody, Catherine A.  
 Carney, Grace L.  
 Carney, Isabelle M.  
 Carpenter, Lavinia C.  
 Carroll, Margaret M.  
 Clark, Elizabeth H.  
 Clark, Lois  
 Coccialino, Anne M.  
 Coe, Elizabeth H.  
 Colbert, Ruth A.  
 Cronin, Ellen M.  
 Cummings, Lena May  
 Cunningham, Helen M.  
 Cunningham, Mary E.  
 Daniel, Elisabeth C.  
 DeLaMater, Gertrude  
 Delano, Annie B.  
 Donohue, Elsie P.  
 Doran, Mary A.  
 Early, Mary  
 Eaton, Louise S.  
 Erickson, Daisy R.  
 Erikson, Viola B.  
 Fisher, Mary B.  
 Foley, Gertrude E.  
 Flood, Katharine C.  
 Galliher, Margaret M.  
 Galvin, Della E.  
 Gatti, Mentana  
 Giblin, Dora M.  
 Gleason, Dorothy M.  
 Gore, Erma W.  
 Guilfoyle, Catherine A.  
 Hays, Janet C.  
 Healy, Marguerite A.  
 Jaffe, Rose  
 Keith, Elizabeth C.  
 Kenney, Helen  
 Killeen, Florence F.  
 Lincoln, Leslie B.  
 Locke, Mabel R.  
 Long, Alice M.  
 McAuliffe, Helen L.  
 McCarthy, Mary S.  
 McGrath, Mary A.  
 McKeon, Florence C.  
 MacDonald, Elizabeth F.  
 Mahan, Kathryn E. A.  
 Mahoney, Margaret V.  
 Mahoney, Rose M.  
 Maki, Bertha L.  
 Malcolm, Alice A.  
 Mandeville, Kathryn G.  
 Marlborough, Mary E.  
 Marshall, Nora A.  
 Mathews, Georgiana P.  
 Matson, M. Cecile  
 Matthews, Bertha E.  
 Maxwell, Lillian R.  
 Maynard, Gertrude  
 Medin, Elin  
 Merriam, George H.  
 Merrill, Sarah E.  
 Milligan, Katharine B.  
 Miner, Ethel M.  
 Moran, Honora A.  
 Morrill, Malvina E.  
 Moulson, Dorothy E.  
 Mower, Elsie D.  
 Mullaney, James S.  
 Murphy, Mary F.  
 Newhall, Barbara V.  
 O'Connor, Deborah E.  
 O'Connor, Mary E.  
 Ollis, Grace E.  
 Parker, Freida M.  
 Patten, Rachel H.  
 Peterson, Helga E.  
 Power, Gertrude C.  
 Presson, Harold W.  
 Quigley, Helen T.  
 Quinn, Margaret  
 Raftery, Julia K.  
 Reardon, Claire M.  
 Regan, Mary E.  
 Reynolds, Helena E.  
 Rice, Ellen C.  
 Rice, Nathan  
 Rice, Rebecca  
 Riley, Agnes C.  
 Rollins, Ellen H.  
 Rothemich, Anna B.  
 Rougvie, Agnes S.  
 Rourke, Elizabeth A.  
 Russell, Ethel S.  
 Salminen, M. Irene  
 Scott, Charlotte H.  
 Scott, Marion L.  
 Sherin, M. Ardis  
 Shore, Ruth M.  
 Shulinski, Sophie R.  
 Smart, Rosemary A.  
 Sniederma, Fannie  
 Squier, Phyllis E.  
 Stewart, Robert L.  
 Stranieri, Leonard C.  
 Sullivan, Catherine A.  
 Sullivan, Margaret M.  
 Walker, Viola W.  
 Whipple, Mary Ella  
 Willard, Ethel L.  
 Willis, Harris L.  
 Wilmarth, Madelin A.  
 Wright, Helen L.  
 Wyman, M. Louise  
 Young, Florence M.  
 Young, Maude, A. M.

IV. CANDIDATES FOR THE DEGREE OF BACHELOR OF EDUCATION  
IN ATTENDANCE DURING 1937-38, EITHER IN THE 1937  
SUMMER SCHOOL OR DURING THE REGULAR  
SESSIONS OF THE UNIVERSITY

(Each of these names will be found also in one or more of the preceding lists)

|                      |                       |                        |
|----------------------|-----------------------|------------------------|
| Amidon, Dorothy A.   | Kennedy, Elaine       | Quigley, Helen T.      |
| Beck, Mildred L.     | Kenney, Helen         | Regan, Mary E.         |
| Bond, Evelyn G.      | Killeen, Florence F.  | Rollins, Ellen H.      |
| Bryant, Nellie J.    | Kingsbury, Mildred L. | Ross, Sabra L.         |
| Buckley, Helen T.    | Long, Alice M.        | Rourke, Elizabeth A.   |
| Cahill, Anna G.      | McKeon, Florence C.   | Rush, Anne S.          |
| Cahill, Catherine M. | Mahan, Kathryn E. A.  | Salminen, M. Irene     |
| Carlson, G. Virginia | Mahoney, Margaret V.  | Scott, Charlotte H.    |
| Carney, Grace L.     | Mahoney, Rose Mary    | Shea, Joseph E.        |
| Cunningham, Helen M. | Mathews, Georgiana P. | Sherin, M. Ardis       |
| Early, Mary          | Matson, M. Cecelia    | Sniederman, Fannie     |
| Eaton, Louise S.     | Maxwell, Lillian R.   | Stapp, Helen M.        |
| Erikson, Viola B.    | Medin, Elin E.        | Sullivan, Catherine A. |
| Foley, Gertrude E.   | Miner, Ethel M.       | Sullivan, Mary A.      |
| Galvin, Della E.     | Newhall, Barbara V.   | Swartfiguer, Eva M.    |
| Gatti, Mentana       | O'Connor, Deborah E.  | Webber, Margaret C.    |
| Hays, Janet C.       | Peterson, Helga E.    | Willard, Ethel L.      |
| Jaffe, Rose          | Power, Gertrude C.    | Wilmarth, Madelin A.   |
| Jones, Audrey L.     | Presson, Harold W.    |                        |

## SUMMARY 1937-38

|                               |       |
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| Undergraduates                | 271   |
| Freshmen                      | 78    |
| Sophomores                    | 65    |
| Juniors                       | 67    |
| Seniors                       | 61    |
| Graduate Students             | 97    |
| Special Students              | 30    |
| Extension Students            | 133   |
| Summer School Students (1937) | 175   |
|                               | <hr/> |
| Total                         | 706   |
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| Trustees, Board of .....                    | 7                     |
| Tuition and Fees .....                      | 21, 22, 23, 55, 61    |
| Undergraduate Division .....                | 19, 27                |



# CLARK UNIVERSITY

## *Commencement Week*

### PROGRAM

1938

## SUNDAY, MAY TWENTY NINE

Baccaulaureate Sermon 10:45 A.M.

Reverend Maxwell Savage, D.D.

*First Unitarian Church, Court Hill*

## THURSDAY, JUNE SECOND

Senior Promenade 9 P.M. to 2 A.M.

The Alumni Gymnasium

## FRIDAY, JUNE THIRD

Class Day Exercises 3:30 P.M.

On the President's Lawn, weather permitting

Alumni Council, Room 103 4 P.M.

President and Mrs. Atwood will be at home Friday evening June third, from eight to ten to the Candidates for Degrees, their Commencement guests, members of the University, and Alumni.

## SATURDAY, JUNE FOURTH

### Commencement

On the President's Lawn, weather permitting

Academic Procession Forms 10:10 A.M.

Commencement Exercises 10:30 A.M.

Address by Dr. Karl Worth Bigelow,

A.B., Clark 1920

Alumni Luncheon 1 P.M.

The Alumni Gymnasium

Speaker—Dr. Peng Chun Chang,

A.B., Clark 1913

Laying of the Corner Stone 3 P.M.

For the new auditorium and addition  
to the library

Alumni Meeting, Room 103 4 P.M.

Class Reunion Dinners 6:30 P.M.

Special reunions will be held by Classes of 1908, 1913, 1918, 1923, 1928, 1933, 1935, and 1937.

Early reservations for the Commencement week events should be made through the Alumni Office, otherwise tickets cannot be guaranteed. Tickets for the Alumni Luncheon are \$1.00; for the Senior Dance, \$5.00 a couple.



# CLARK UNIVERSITY

The Forty-eighth Annual  
Commencement

JUNE 4 1938



# Order of Exercises

Processional: March from Sonata No 2     *George Frederic Händel*

Invocation                                      REVEREND MAXWELL SAVAGE DD  
The First Unitarian Church

Commencement Address                      KARL WORTH BIGELOW  
American Council on Education

Statement by the President

Announcement                                The Edmund C Sanford Scholarship  
The Prentiss Hoyt Prize in Poetry

Conferring of Degrees

Benediction

Recessional: Air Gai (Iphigenia in Aulis)  
*Christoph Willibald Gluck*

The audience will kindly remain  
standing during the recessional

Parnag Gabriel Adamian  
Bedros Baharian  
Donald Blanchard  
John Putnam Blanchard  
Frederick Millea Brandes  
Charles Dwight Briggs Jr  
Arthur Lowe Burt  
Ralph Ludvig Carlson  
John Burr Carruthers  
Aram Damarjian  
Joseph Francis Danckert  
Nicholas John DeLollis  
Raymond Edgar Fleming  
Armand Joseph Gauthier  
Robert Grant Gibbs  
Rocheleau Zephirin Granger  
William David Gray  
Anthony John Gryk  
Walter Joseph Howard  
George Alexander Hunter  
Charles Clark Kellie  
John William Kneller Jr  
Albert Edwin Knight  
Bernard Kopelman  
Henry Michael Kroll  
Alfred Laverty  
Donald Henry Letendre  
Reginald David Lidstone Jr  
Joseph Sperling Lisabitsky  
Milton Eugene Madorsky  
Andrew Francis McCarthy  
William James Nally  
Norman Joseph Nathanson  
Rodney Eric Nelson  
John Barr Parslow Jr  
George Michael Peters  
Irwin Davis Pottle  
Paul Ward Riley  
Eric Arthur Roy  
Vincent Peter Ruseckas  
Fred Karl Scheibe  
Paul Frederick Shaw  
Benjamin Shwadran  
Charles Ellis Spencer  
Albert Theodore Stead  
Harlan Wheelock Stockman  
(in absentia)  
Earl Ivan Sundeen  
Howard Andrews Titus  
(in absentia)  
Frederic Myron West  
Philip Damon Wheaton

WITH HIGH HONOR

## Candidates for the Degree of Bachelor of Arts with Departmental Honors

Samuel Leonard Arnold *with honors in Economics and Sociology*  
Hubert Morton Cole Jr *with honors in Chemistry*  
Milton Cotzin *with honors in German*  
Joseph Nathaniel Goff *with honors in History and International Relations*  
*and With Highest Honor in General Course*  
Vernon Marshall Grout *with honors in Economics and Sociology and With*  
*Honor in General Course*  
Jorma Iltanen *with honors in History and International Relations*  
Harry Donald McInnis *with honors in History and International Relations*  
*and With Honor in General Course*  
William James Russell *with honors in Romance Languages and With Honor*  
*in General Course*  
Haskell Philip Wolkowich *with honors in Economics and Sociology and With*  
*High Honor in General Course*  
Irving Jack Yetvin *with honors in Economics and Sociology and With Honor*  
*in General Course*

Walter Thomas Popowicz  
Harry Rapaport

William Thomas Stimson  
Irving William Terrill



## Candidates for the Degree of Master of Arts

### *Biology*

Clara Caroline Buehl

### *Chemistry*

Francis Howard Bratton

Thomas Lloyd Fletcher

### *Economics and Sociology*

Merle William Hammond

David Porter

Eleanor Sheedy

### *Geography*

James Irving Culbert

Harry Clarence Parker

Maria Antonina Sanjurjo

### *History and International Relations*

Winton Henry Beaven

Fred Latimer Hadsel Jr

Robert Eugene Hansen

Mary Geraldine Hatt

John Thiel Kohne

Kathryn Derby Toomey

Robert Maurice York

### *Psychology*

Frederick Elton Ash

Mary Ann Dolan

Lester Philip Guest

Margaret Elaine Humeston

Howard Eastman Page

## Candidates for the Degree of Master of Arts in Education

Harold Gates Allen

Leroy Lendon Dawson

Alfred Sawyer Hodgkins

David William Lupien Jr

Florence Elizabeth McGrail

Joycelin Irene Morris

Anna Loftus Murphy

Toivo David Rosvall

Oiva Axel Terio

Arthur Bertrand Warren

## Candidates for the Degree of Doctor of Philosophy

### *Chemistry*

Herman William Dorn

Albert Philip Giraitis

John Paul Goulding

### *Geography*

Rafael Picó

Louis Otto Quam

Mary Catherine Roberts

### *Economics*

Thomas Kinsella

### *History and International Relations*

Charles Leonard Hoag

William Mawhinney Keenlyside

## Honorary Degrees

Karl Worth Bigelow

Peng Chun Chang

Walter Stevens Young

Presented by Philip H Churchman

Presented by George H Blakeslee

Presented by Clarence F Jones

## Annual Collegiate Honors

### SENIORS

#### *First Honors*

Haskell Philip Wolkowich

Irving Jack Yetvin

#### *Second Honors*

Samuel Leonard Arnold

Harry Donald McInnis

Arthur Lowe Burt

William James Russell

Joseph Nathaniel Goff

Saul Reuben Stein

Donald Henry Letendre

### JUNIORS

#### *First Honors*

John Ross Mackay

#### *Second Honors*

Carl Rheinhold Erikson

Harold John Kenneway

Ralph Roger Goodwin

Allen Shedd Powell

William Charles Herrmann

### SOPHOMORES

#### *First Honors*

Amos Joseph Lessard

#### *Second Honors*

Richard Alexander Guenther

Nathan Shapiro

Louis Sidney Hurwitz

Elliot Samuel Wolk

Matthew Linzee Sands

### FRESHMEN

#### *Second Honors*

Sidney Rose

Anthony Varjabedian

### EDMUND C SANFORD SCHOLARSHIP

Ralph Roger Goodwin

### PRENTISS HOYT PRIZE IN POETRY

Amos Joseph Lessard

For The Poem

Renaissance

# CLARK UNIVERSITY

## Final Assembly of the 1938 Summer School

August 12, 8:30 p. m.

I. The Community Players, Clark University, Present:

### A MIDSUMMER NIGHT'S DREAM

(The Interlude)

by William Shakespeare

#### CHARACTERS

|                               |   |
|-------------------------------|---|
| Theseus, Duke of Athens       | Franklin Feeney   |
| Lysander                      | Lawrence Coney  |
| Demetrius                     | Leo Biron   |
| Philostrate                   | Shirley Albert  |
| Oberon, King of the Fairies   | Raymond Goodhue   |
| Puck                          | Robert Nims   |
| Quince, the Carpenter         | Charles Chabot  |
| Bottom, the Weaver            | Francis Kirby   |
| Snug, the Joiner              | Thomas Woods  |
| Flute, the Bellows-Mender     | Myles McAleer   |
| Snout, the Tinker             | John Nugent, Jr.  |
| Starveling, the Tailor        | David Horne   |
| Titania, Queen of the Fairies | Maryann Burke   |
| Hippolyta                     | Ruth Mayall   |
| Helena                        | Barbara King  |
| Hermia                        | Eleanor Cooper  |
| First Fairy                   | Janet Mattson   |
| Fairies:                      | Miriam Wade, Nancy Simmerer, Marietta Aronson, Elsa May Ekblaw                          |
| Puck's Play-fellows:          | Dudley Wiegand, Thomas Swallow, Robert Illingworth, Richard Daniels, Richard Harrington |

SCENE: Athens and a near-by wood.

(There will be no intermissions during the action of the play)

II. Conferring of Degrees

Mr. Leon E. Felton

#### Bachelor of Education

|                                 |                      |
|---------------------------------|----------------------|
| *Evelyn Grey Bond               | Mary Ellen O'Connor  |
| Viola Bertha Erikson            | Harold Weber Presson |
| *Janet Christina Hays           | Joseph Emmett Shea   |
| Florence Fox Killeen            | Marie Sullivan       |
| Kathryn Elisabeth Alberta Mahan | Eva May Swartfiguer  |
| Lillian Ruth Maxwell            | Ethel Lilas Willard  |

#### Master of Arts in Education

John Joseph Nugent, Jr.

#### Master of Arts

|                         |  |
|-------------------------|--|
| <i>Geography</i>        | <i>History and International Relations</i> |
| Helen May Boyer         | Elizabeth Gordon Bridge                    |
| Hester Dorothy Chisholm | Robert Russell Cicak                       |
| Joseph Nelson Clifford  | Lucile Alice Dillon                        |
| Esther Louisa Kistler   | Elizabeth Marie Gray                       |
| Robert Morse Ney        | Rosemary Mitchell                          |

\*Degree to be awarded on the completion of a small amount of additional work.

Work completed; degree awarded Oct. 1, 1938.











# Clark University

## BULLETIN OF SUMMER SCHOOL

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NUMBER 138

MARCH, 1938

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JULY 5—AUGUST 12

WORCESTER, MASSACHUSETTS

TO THE CLARK UNIVERSITY SUMMER SCHOOL:

I wish to enroll as a student in the Summer School for 1938, and enclose with this the Registration fee of two dollars.

Name .....

Address .....

Date .....

Occupation during the past academic year .....

.....

.....

Graduate of what college, normal school, or other educational institution, with date of graduation?

.....

.....

.....



TENTATIVE LIST OF SUMMER SCHOOL COURSES WHICH APPLICANT DESIRES TO ENTER

.....

.....

.....

.....

.....

(Describe by Subject and Number, i.e., Geography 101)

Have you been accepted as a candidate for a degree? .....

At what institution? .....What degree? .....

Have you ever attended the Clark University Summer School? .....

If so, what was year of last attendance? .....

## CALENDAR

|        |        |  |
|--------|--------|--|
| July   | 5      | Tuesday, 9 A.M.-12 M., Registration Day.<br>8-10 P.M. Faculty reception to members of the Summer School.   |
| July   | 6      | Wednesday, 8 A.M. Lectures and recitations begin.  |
| July   | 7, 8   | 8:30 P.M. Summer Players in <i>Night Must Fall</i> by Emlyn Williams.  |
| July   | 12     | Open lecture "Geographic Backgrounds of American Culture."<br>Dr. W. Elmer Ekblaw.   |
| July   | 14, 15 | 8:30 P.M. Summer Players in <i>George and Margaret</i> by Gerald Savory.   |
| July   | 19     | 8:30 P.M. Open lecture. "Picture of Life in South America from the Caribbean to the Argentine." Illustrated.<br>Dr. Clarence F. Jones.               |
| July   | 22     | 8:30 P.M. Summer Players present an evening of monodramas.   |
| July   | 26     | 8:30 P.M. Open lecture. "Adventures with Plants." Illustrated.<br>Dr. David Potter.  |
| July   | 28, 29 | 8:30 P.M. Summer Players present three one act plays.  |
| August | 2      | 8:30 P.M. The Verse Reading Choir. Robert S. Illingworth, conductor.   |
| August | 4, 5   | 8:30 P.M. Summer Players in <i>Fashion</i> by Mrs. Mowatt.   |
| August | 12     | Summer Session closes.<br>Caribbean Field Trip begins.<br>8:30 P.M. Final Assembly. Conferring of Degrees and dramatic production by Summer Players. |

All meetings will be held in the Jonas G. Clark auditorium unless announcement to the contrary is given.

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## COMMITTEE ON THE SUMMER SCHOOL

THE PRESIDENT OF THE UNIVERSITY  
THE DIRECTOR OF THE SUMMER SCHOOL  
MESSRS. BLAKESLEE, VAN VALKENBURG, BRANDENBURG

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The Bulletin is published in January, March, May, October and December.  
Entered as second-class matter, December 29, 1920, at the Post Office at Worcester, Mass., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized January 24, 1921.

## OFFICERS OF INSTRUCTION AND ADMINISTRATION

WALLACE WALTER ATWOOD, PH.D.

President of Clark University and Director of the Graduate School of  
Geography, Clark University.

ROBERT S. ILLINGWORTH, A.M., Ed.M. .... *English and Dramatics*  
Director of the Summer School and Professor of Dramatic Art, Clark  
University.

CLARENCE F. JONES, PH.D. .... *Geography*  
Professor of Economic Geography, Clark University.

WALTER ELMER ELKBLAW, PH.D. .... *Geography*  
Professor of Geography, Clark University.

ADELBERT K. BOTTS, PH.D. .... *Geography*  
Professor of Geography, State Normal School, Cortland, N. Y.

GUY H. BURNHAM, A.M. .... *Cartography*  
Cartographer, Clark University.

GUY A. LEE, A.M. .... *History*  
Instructor in History, Clark University

EUGENE F. MELDER, PH.D. .... *Economics and Sociology*  
Assistant Professor of Economics, Clark University.

ELMER H. GARINGER, PH.D. .... *Education*  
Principal of Central High School, Charlotte, N. C.

DAVID POTTER, PH.D. .... *Biology and Botany*  
Professor of Biology, Clark University

LYDIA P. COLBY .... *Recorder*

FLORENCE CHANDLER .... *Bursar*

## THE SUMMER SCHOOL AT CLARK UNIVERSITY

Clark University is now laying special emphasis on fields of study that lead to a better understanding of national and international problems. Geography, Economics, and History and International Relations are of fundamental importance to all students interested in the solution of the larger problems now before the world.

The Summer School program is concentrated in a few closely related departments of study—Geography, History, Economics, English, Drama, Education, Biology, and Botany. The rich library resources of these fields give opportunity for wide reading.

The work of the Summer School is intensive. Courses meet five times a week. Three courses are considered a full program. Many students will find it advantageous to concentrate all their energies on the work of two courses or even on a single course.

### LOCATION AND BUILDINGS

Clark University is located on Main Street about a mile and a quarter southwest of the City Hall. Trolley cars and buses run directly past the University. Taxicab service is available at moderate price.

The office of the Summer School is located in the Jonas G. Clark Hall, which contains also the general offices of the University. Most of the exercises of the Summer School are held in this building. The office of the President of the University and the Geography workroom are in the Geography Building where some classes are held.

All the classroom, library, and laboratory facilities of the University, so far as they pertain to the subjects of instruction offered, are at the disposal of students of the Summer School.

### THE LIBRARY

The Library of the University was provided with a generous endowment by the founder of the Institution, and affords favorable opportunities for study and research. The Library now owns more than 140,000 bound volumes and pamphlets, and the Reading Room receives more than 500 journals. All the privileges of the Library are open to all members of the University, and each member has direct access to every book and journal.

In addition to the library facilities provided by the University, students may avail themselves of the privileges of other excellent libraries in the city. The Worcester Public Library contains 250,000 volumes. The Library of the American Antiquarian Society, housed in the national headquarters of the Society in Worcester, contains more than 500,000 volumes and pamphlets. These libraries are pleased to serve Summer School students.

## ADMISSION TO THE SUMMER SCHOOL

Graduates of colleges, technical schools, normal schools, or secondary schools, college students, and teachers in schools of any grade are admitted as a matter of course upon application. Other applicants are admitted upon approval of their qualification for the work which they desire to do.

Students in the College Division of Clark University who desire to have work done in the Summer School credited toward an A.B. degree are required to obtain the approval of the College Board.

## REGISTRATION

Persons who desire to enter the Summer School should detach and fill out the application form which is printed on page 2 of this BULLETIN and forward it, with the registration fee of two dollars, to the Clark University Summer School. The amount of the registration fee will be deducted from the tuition fee when the latter is paid. Checks should be made payable to Clark University.

The registration of all students in all courses should be completed on July 5. To this end students should, as far as possible, determine before the opening of the session, through personal conference or correspondence with the Director, or the various instructors, the courses in which they expect to register.

Formal registration will take place between 9 A.M. and noon on Tuesday, July 5, in Jonas G. Clark Hall. All instructors will be available for consultation and for signing registration cards between these hours. Class work will begin Wednesday morning.

## CREDIT FOR WORK DONE

Some of the courses of instruction in the Summer School are of college grade, others are strictly graduate courses, and many are equally suitable for advanced undergraduates or graduate students.

Unless otherwise announced, each course is designed to cover the equivalent of two semester hours of credit, and is so credited when applied toward a degree in Clark University. Three courses constitute a full schedule; a maximum of four courses may be taken, but only with the consent of the Director. With the consent of the instructor, students may attend other classes as auditors.

A certificate, with a statement of courses taken and grades received, will be furnished at the close of the session to all students who desire it. In order to obtain a prompt report, students should leave a stamped

and addressed envelope at the Recorder's office during the last week of the session.

Summer School courses may be applied toward the fulfillment of the requirements for the degree of Bachelor of Arts, Bachelor of Education, Master of Arts, or Master of Arts in Education, *subject to the general regulations of the University.*

#### TUITION AND FEES

Students taking two or three courses pay a fee of thirty-five dollars; those who desire to take but one course may do so upon payment of a fee of twenty dollars, which entitles them also to all special privileges of the Summer School. The same charge is made whether students register as auditors or for credit. Students who take a fourth course for credit, will pay an additional tuition fee of \$10, to be paid as a separate item by the end of the second week of the term.

Students registering in the Summer School who have not previously been enrolled in Clark University are required to pay a matriculation fee of five dollars. The fee is paid only once and is not returnable.

Tuition may be paid at any time before 5 P.M. of Friday, July 8. Checks should be made payable to Clark University.

#### BOARD AND ROOMS

A few rooms are available for women in the Faculty House. Fraternity houses are reserved for men. Reservations may be made by correspondence. Good rooms may be had in private homes near the University at \$3 to \$5 per week. Meals, at moderate prices, may be secured in the vicinity of the University. A list of desirable rooms will be sent on request.

If there is sufficient demand, the college dining-hall will be opened.

#### BACHELOR OF ARTS DEGREE

Students who have been admitted to the Undergraduate Department of the University may secure not more than six semester hours of credit toward the Bachelor of Arts degree in any one summer session on condition that permission be secured in advance from the College Board and that programs of study be approved by the Dean of the College.

#### THE BACHELOR OF EDUCATION DEGREE

The degree of Bachelor of Education is offered primarily to teachers, both men and women. A two-year Normal School course or its equivalent is a prerequisite for admission to candidacy and a year of teaching experience is a prerequisite for the degree.

Candidates for this degree may earn the necessary residence credit by attendance at the Summer School or by enrolling in extension courses offered at the University during the regular academic year, or in such regular university courses as may be open to them.

*Women who are candidates for this degree will usually not find it possible to secure a full program of courses during the regular academic year.*

A normal program for Summer School students consists of three courses, each yielding two semester hours of credit. Two extension courses, each yielding two semester hours of credit, constitute a normal program for teachers in service. Credit toward the degree may also be earned in connection with the field trips offered by the Summer School, but credit so earned may not be used to reduce the minimum residence requirement of 30 semester hours.

Courses designated as "College Courses for Adults" are offered during the regular academic year on Saturday morning and on certain afternoons for the convenience of candidates for this degree who are teaching in or near Worcester. By taking advantage of these courses it is possible for a teacher to complete in four years the equivalent of a year of study in residence.

The general administration of regulations applying to the degree of Bachelor of Education is lodged with the Committee on College Courses for Adults and Special Students. The regulations applying to this degree are summarized in the following paragraphs.

1. **ADMISSION REQUIREMENTS.** The completion of a standard two-year course in a Massachusetts State Normal School, or the reasonable equivalent of such a course.
2. **REQUIREMENTS FOR THE DEGREE:**
  - a. At least one year's teaching experience.
  - b. At least 30 semester hours of credit earned *in residence* at Clark University.
  - c. 120 semester hours of college credit, including advanced standing based upon the admission requirements.
  - d. Requirements in particular subjects:
    - (1) Six semester hours in Psychology or Education taken after the completion of the two-year Normal School course.
    - (2) Six semester hours of Laboratory Science taken after the completion of the two-year Normal School course.
    - (3) Ten semester hours of English, which may be taken in whole or in part in the Normal School course.
    - (4) Ten semester hours in foreign language, which may be taken in whole or in part in the Normal School course.
    - (5) Twelve semester hours of Economics, Geography, Government, History, or Sociology, at least six of which must be taken after the completion of the two-year Normal School course.
3. **STANDARD OF SCHOLARSHIP.** The same standard of scholarship is required of candidates for this degree as for the degree of Bachelor of Arts.
4. **ADVANCED STANDING:**
  - a. Credit of 54 semester hours will normally be given for the standard two-

year course in a Massachusetts State Normal School. This may be reduced in special cases.

- b. Credit will be allowed for work done at other Universities, Colleges or Normal Schools, subject to reasonable regulations.
- c. Not more than 30 semester hours credit may be allowed for home study or extension courses other than the extension courses offered by Clark University expressly for candidates for this degree. The acceptance of any work of this type is subject to the approval of the Committee.

5. LAPSE OF CANDIDACY. By vote of the committee on the degree of Bachelor of Education candidacy terminates automatically whenever for a period of two years or more a candidate has failed to complete any course in Clark University yielding credit toward the degree. A candidacy terminated under this rule may be renewed by action of the committee, and such renewal may involve a revision of allowances previously made, both in respect to total credit, and requirements in particular subjects.

Inquiries regarding the degree of Bachelor of Education should be addressed to the Recorder of the University.

SPECIAL COURSES FOR TEACHERS. In keeping with its long established policy, Clark University offers a series of College Courses for adults designed both in respect to content and time of meeting for teachers in the public schools of Worcester and the surrounding region. These courses are also open to the general public. When occasion arises the subject of aims and methods of teaching is treated in some of these extension courses.

#### THE MASTER OF ARTS DEGREE

A student admitted to full graduate standing may satisfy the minimum residence requirement for the Master of Arts degree by attending six summer sessions of six weeks each, and taking a normal program made up exclusively of graduate courses approved by the department in which the student is seeking the degree. The minimum residence requirement may be met in five sessions, if the Master's thesis is prepared outside summer session periods under the supervision of the department in which the student is a candidate for the degree. In this case, the degree will be conferred not earlier than the June commencement following the completion of the fifth summer session of attendance.

Persons who wish to become candidates for the Master's degree beginning with a summer session, should take up correspondence promptly with Dr. H. Donaldson Jordan, Secretary of the Graduate Board, Clark University. Application blanks with directions for making application for graduate standing will be furnished on request by the Secretary of the Graduate Board. Formal admission to graduate work by the department in which the student seeks the degree should then be secured in advance of the opening of the summer session.

A person who has already entered upon graduate work should arrange his program for the summer session of 1938 by correspondence with the department in which he is a candidate for a degree.

#### THE DEGREE OF MASTER OF ARTS IN EDUCATION

In February, 1936, the Trustees of the University voted the establishment of a Department of Education which will give work leading to the degree of Master of Arts in Education. The work of the Department formally began at the opening of the academic year 1936-1937, but courses satisfactorily completed in the 1936 summer session by properly qualified students will count toward this degree. The Department will also offer courses which may be counted toward a Bachelor's degree.

*Residence Requirement.* The residence requirement for this degree of Master of Arts in Education is the same as for the Master of Arts degree, which usually means, in the case of Departments which offer work in the Summer School, that not more than one-half the courses for the degree may be taken in summer sessions. Extension course credits may not be counted in fulfilling the requirements for the Master of Arts degree in Education. However, many regular courses which will normally be taken toward this degree will be scheduled in late afternoons and Saturdays in the regular academic year. These will count toward the satisfaction of regular residence requirements.

*Course Requirements.* The student working toward the degree of Master of Arts in Education will be expected to elect one of the following groups of studies as the field in which he wishes to teach: (a) mathematics and natural sciences; (b) history and other social sciences; (c) ancient and modern foreign languages; (d) English, alone or in combination with some related subject.

Prior to receiving the degree, the candidate must have completed not less than five year-courses in one of the above groups, or in a combination of groups approved by the Department of Education. At least one year-course of the five must be taken during residence for the advanced degree and be passed with a grade which will carry graduate credit. In addition to the above requirement in the subject-matter field, 16 semester hours of graduate work in Education will normally be required of the candidate during residence. Also, the student must present a thesis, or special report, in which he demonstrates not only his grasp of the subject-matter which he plans to teach but also a mastery of the educational principles necessary for

such teaching. Work in addition to the above requirements, either in a subject-matter field or in Education, or both, may be required if this seems necessary for the adequate preparation of the candidate.

*Admission.* Students whose first connection with the Graduate School of the University is in the summer session will not be formally considered as candidates for classification as regular graduate students until after a summer in residence. Students with a better-than-average record from their undergraduate college and who make superior grades at Clark may expect to be accepted as regular graduate students.

*Courses for Graduate Students.* The following courses carrying graduate credit in Education are to be offered in the summer session of 1938.

|  |              |
|--|--------------|
| Secondary School Teaching and Supervision  | DR. GARINGER |
| Social Development of High School Students |              |
| Through Extra Curricular Activities        | DR. GARINGER |

*Courses for Undergraduate Students.* Students working toward a Bachelor's degree may register for any of the above courses with the permission of the instructor.

#### THE SUMMER SCHOOL ASSOCIATION

The Summer School Association was organized by the students at the first session of the Summer School in 1921. The Association promotes the social activities of the school during the summer session and holds an annual reunion during the year. Every student is urged to participate in the activities of the Association as they develop during the term.

#### SUMMER TOURIST RAILROAD RATES

Summer Tourist Railroad Rates from Chicago and places west of Chicago will probably be in effect from June to October. Inquiry should be made at local ticket offices.

#### THE SUMMER SCHOOL ROSTER

The names of students of the Summer School, with their home addresses, will be found in the General Catalogue of the following academic year. Students who desire a list should write to the University after February 1, of the following year.

## DEPARTMENT ANNOUNCEMENTS

*The right is reserved to withdraw any course listed in the event of a registration too small to justify its being given.*

*Courses marked with an asterisk (\*) may be taken for graduate credit.*

### GEOGRAPHY

The courses in geography announced here include undergraduate and graduate courses in the several phases of the subject. Certain fundamental courses are offered every summer. Others are given every other year or occasionally.

Students whose assignments involve the preparation of maps or who wish to practice map-making will appreciate the opportunity for special help by the cartographer, Mr. G. H. Burnham, in the geography workroom.

Field trips to Cape Cod and other points of geographic interest in New England are planned for those who wish to see more of this section of the country. See below the announcements of the European and Caribbean field trips.

**SS12. Weather.** A laboratory study of the passing weather, based on recent researches in dynamic climatology. Use will be made of daily weather maps, local meteorological observations, and such air mass analyses as are available. Practice in amateur weather forecasting will be an integral part of the work.

*Daily, except Saturday, at 3.*

DR. A. K. BOTTS

**SS14. I Economic Geography.** A study of the relation of physical and economic conditions in the fishing, grazing, farming, and forest industries of the world. Emphasis will be placed on methods of organizing and presenting the materials of economic geography.

*Daily, except Saturday, at 8.*

DR. C. F. JONES

**SS18. Geography in the Secondary Schools.** A study of current policies and trends in the organization and teaching of geography in the secondary schools.

*Daily, except Saturday, at 11.*

DR. A. K. BOTTS

**\*SS24. South America.** The important physiographic regions and types of climates; vegetation; transportation; the people; the major problems of the South American Republics; the geographic regions of the continent; the future of South America.

*Daily, except Saturday, at 10.*

DR. C. F. JONES

**\*SS25. Land Utilization and Planning.** A combined lecture and field course. A summary of principles underlying tenure and use of land with particular reference to problems of population and conservation of resources.

*Lectures—Monday, Tuesday, and Wednesday at 2.*

*Field work—Saturday.*

DR. W. E. EKBLAW

**\*SS27. Human Geography.** A survey of man's occupancy of the earth to determine the part that geographic influences have played

in shaping the movements of peoples, the course of civilization and racial development, and the destiny of nations.

*Daily, except Saturday, at 9.*

DR. W. E. EKBLAW

**\*SS28. Geography in the Social Studies.** The function of geography in the social studies curricula of the public schools. Particular attention will be given to various plans of social studies integration in current operation.

*Daily, except Saturday, at 12.*

DR. A. K. BOTTS

**\*SS34. Research in Geography.** For properly qualified students.

DRS. JONES, EKBLAW, AND BOTTS

**SS190. Mathematical Geography.** A study of the practical aspects of the earth's relations to the other bodies of the Universe. Among other topics, latitude, longitude and time with their applications to human affairs will be discussed.

*Daily, except Saturday, at 12.*

MR. BURNHAM

**SS192. Map Interpretation.** A critical analysis of the various map elements and methods of showing data on maps. Designed to help teachers make the map an effective classroom tool.

*Daily, except Saturday, at 11.*

MR. BURNHAM

**SS202. Caribbean Field Trip.** Seventeen day field trip sailing from New York August 12, with land trips in Puerto Rico, northern Colombia, Dutch West Indies, northern Venezuela and the Bahamas. Eight full days on land. Two semester hours of credit. Minimum cost, including all expenses New York to New York, \$369.

DR. C. F. JONES

**SS204. European Field Trip.** July 2nd to August 23rd. Attendance at the International Geographical Congress in Amsterdam. Two land trips: (1) western France (Brittany-Normandy); (2) cross section from Holland through the Ardennes, Vosges, Black Forest, Bavarian and Austrian Alps to the Dolomites and return via Rhine River to Holland. Price—\$640. six (6) hours credit.

*Director:* DR. S. VAN VALKENBURG

*Chaperone:* MISS ALICE CAMERER,

Wayne University

#### HISTORY

**\*SS20. Social and Intellectual History of the United States, 1825-1925.** This will be a study of material, intellectual, and artistic currents, especially as they affect the "average man". It will include special consideration of institutions such as the school, the church, and the press, and of large influences such as the Civil War, the depression of the 1890's, and the invention of the automobile.

*Daily, except Saturday, at 10.*

MR. LEE

**\*SS212. History of the United States Government.** An examination will be made of the origin, functions, and growth or decline of the various branches and divisions of the government. Besides giving a picture of the present government machinery, the course provides a

background showing how that machinery has developed. Examples of the subjects to be treated historically are: Speaker of the House, Department of Agriculture, the Supreme Court, Bureau of Investigation, and the Federal Trade Commission.

*Daily, except Saturday, at 11.*

MR. LEE

**SS101. History of the United States Since 1865.** In this survey greatest concentration will be upon twentieth century events, and the course will emphasize newer points of view in political and social development. Many of the assignments will be in recent biographies.

*Daily, except Saturday, at 9.*

MR. LEE

#### ECONOMICS AND SOCIOLOGY

**SS19. Educational Sociology.** A sociological approach to educational problems. A study of the relationships of education and intellectual leadership to politics, government, patriotism, and such socio-economic phenomena as poverty, crime, and pressure groups. No sociology prerequisite.

*Daily, except Saturday, at 8.*

DR. MELDER

**\*SS22. Labor and Society.** An historical and analytical study of the development of wage earning groups, and resulting social problems. The course will consider various employees', employers', and governments' attempts to remedy various human problems growing out of our industrial organization.

*Daily, except Saturday, at 11.*

DR. MELDER

**SS32. Research in Selected Social and Economic Problems.** For properly qualified graduate students.

DR. MELDER

#### ENGLISH AND DRAMATICS

**SS126. Modern Continental Drama.** Beginning with Ibsen, as the founder of modern drama, representative plays of such important dramatists as Strindberg, Bjornson, Tolstoy, Gorky, Chekhov, Andrejev, Maeterlinck, Rostand, Hauptmann, Sudermann, Schnitzler, Molnar, Benavente, D'Annunzio, Pirandello, and others will be read. Significant movements in the theatre will likewise be discussed through their chief exponents.

*Daily, except Saturday, at 10.*

PROFESSOR ILLINGWORTH

**SS5. Stagecraft.** The course is designed primarily to give training in dramatic expression. Further, it takes into consideration the allied arts of the theatre, the function of stage settings, the procedure in mounting a play, the evolution of the design through sketches and miniature models, costumes, properties, make-up, pantomime, rehearsals, directing, choice of play, and theatre organization and management. The student is familiarized with all the responsibilities of play production. In so far as possible, members of this class will be chosen for the productions of the summer theatre.

*Daily, except Saturday, at 11.*

PROFESSOR ILLINGWORTH

**SS140. Appreciation of Literature.** A thoroughly practical course based upon the belief that intelligent understanding and proper interpretation of the thoughts of another depend largely upon the ability to read, express, paraphrase, and discuss the chosen selection. Literary interpretation and intensive analysis of prose, poetry, and dramatic forms, designed to increase the accuracy of silent reading and the beauty of oral reading. Students in this course form the nucleus for the verse reading choir.

*Daily, except Saturday, at 9.*

PROFESSOR ILLINGWORTH

#### EDUCATION

**SS22. Secondary School Teaching and Supervision.** A study of the American high school, its evolution, organization, administration curriculum, and problems. This course is designed especially for high school principals and teachers.

*Daily, except Saturday, at 10.*

DR. GARINGER

**\*SS21. Social Development of High School Students Through Extra Curricular Activities.** Such topics as the assembly, home room activities, publications, student participation in school administration, and the development of leaders will be given careful attention.

*Daily, except Saturday, at 9.*

DR. GARINGER

**Note:** See also SS19. Educational Sociology. SS140. Appreciation of Literature. SS118. Geography in Secondary Schools. \*SS28. Geography in the Social Studies.

#### BIOLOGY AND BOTANY

**SS11. The Plant Kingdom.** An introduction to the field of botany. A brief survey of the major groups of the plant kingdom with special emphasis upon type specimens. A laboratory fee of \$2.00 is required.

*Tues., Wed., Th., Fri., at 9, and one laboratory period Monday afternoon.*

DR. POTTER

**SS14. The Identification of the Flowering Plants.** A course designed to introduce the student to the method of identifying plants. Emphasis will be placed upon the local flora. A laboratory fee of \$2.00 is required.

*Mon., Tues., Th., Fri., at 11, and one laboratory period Wednesday afternoon.*

DR. POTTER

**\*SS300. Research in Systematic Botany.**

DR. POTTER

#### FRENCH AND GERMAN

While no provision is made for regular courses in French and German, students who wish to pursue either or both of these languages during the Summer Session may make arrangements to do so. A skilled instructor is available for lessons in French and German to individuals or groups at moderate cost. The lessons, if desired, will be given at the University. The work in these languages will be adapted to the individual needs of the students whether for elementary or advanced work or for a reading knowledge of scientific works. Further information will be given on request.

# SCHEDULE OF LECTURE AND RECITATION HOURS

| <i>Instructor</i> | 8            | 9             | 10            | 11            | 12            | Afternoon                          |
|-------------------|--------------|---------------|---------------|---------------|---------------|------------------------------------|
| ILLINGWORTH       |              | English 140   | English 126   | English 5     |               |                                    |
| C. F. JONES       | Geography 14 |               | Geography *24 |               |               | Geography *34 1P                   |
| EKBLAW            |              | Geography *27 |               |               |               | Geography *25†<br>Geography *34 1P |
| BOTTS             |              |               |               | Geography 18  | Geography *28 | Geography 12‡<br>Geography *34 1P  |
| BURNHAM           |              |               |               | Geography 192 | Geography 190 |                                    |
| LEE               |              | History 101   | History *20   | History *212  |               |                                    |
| MELDER            | Sociology 19 |               |               | Sociology *22 |               | Sociology 32 1P                    |
| GARINGER          |              | Education *21 | Education *22 |               |               |                                    |
| POTTER            |              | Biology 11    |               | Biology 14    |               | Botany *300 1P                     |

NOTE: All the above courses are Summer School courses. The symbol "SS" before the numeral which distinguishes courses in Summer School from those given during the regular academic year is omitted. \*Courses suitable for graduate credit. †Monday, Tuesday and Wednesday at 2. ‡Daily, except Saturday, at 3. 1P Time to be arranged.

# Clark University

Bulletin of the

Department of Education

Leading to the Degree of M.A. in Education



Worcester, Massachusetts



# WORK IN EDUCATION

## FACULTY

WALLACE W. ATWOOD, PH.D.  
President

---

VERNON JONES, B.A., M.A. (Virginia), PH.D. (Columbia)  
Acting Chairman and Professor of Educational Psychology

RAYMOND B. CATTELL, B.A., M.A., PH.D. (London)  
Associate Professor of Genetic Psychology

DONALD E. SUPER, B.A., M.A. (Oxford)  
Assistant Professor of Educational Psychology

With the Cooperation of

PHILIP HUDSON CHURCHMAN, B.A. (Princeton), M.A., PH.D.  
(Harvard)  
Professor of Romance Languages

ROBERT STANLEY ILLINGWORTH, B.A. (Clark), M.A. (Lafayette),  
ED.M. (Harvard)  
Professor of Dramatic Art

## COURSES LEADING TO THE DEGREE OF MASTER OF ARTS IN EDUCATION

In 1936 the Trustees of the University voted the establishment of work leading to the degree of Master of Arts in Education. In recent years it has become increasingly evident that candidates for the Bachelor's degree who include a few courses in Education in their undergraduate programs are not being adequately prepared to meet the demands for scholarly and professional training required by the better school systems. Work in Education at Clark has been established, therefore, with the aim of providing a fifth year of well-organized professional work for students who are interested in preparing for educational work, particularly at the secondary-school level. A limited number of courses will be open to Juniors and Seniors in the undergraduate division, but it is recommended that undergraduate students concentrate upon the subject-matter fields in which they desire to teach, reserving for the fifth year the professional work in the theory and practice of Education.

*Requirements for the Degree.* The student will be expected to elect one of the following groups of studies as the field in which he wishes to teach:

- (a) Mathematics and natural sciences.
- (b) History, Geography, Economics.
- (c) Ancient and modern foreign languages.
- (d) English, alone or in combination with some related subject.

Prior to receiving the degree, the candidate must have completed not less than five year-courses in one of the above groups, or in an approved combination of courses in two or more groups. At least one year-course of the five must be taken during residence for the advanced degree and must be passed with a grade satisfactory for graduate credit. In addition to the above requirement in the subject-matter field, sixteen semester hours of graduate work in Education will normally be required of the candidate during residence. Changes in the proportion of Education and subject-matter courses may be approved on the basis of the candidate's previous training.

Apprenticeship teaching for a period of approximately three months is required of all students who have not had teaching experience.

*Thesis.* The candidate must present a "thesis," or "special report," in which he demonstrates not only his grasp of the subject-matter which he plans to teach but also a mastery of the educational principles necessary for such teaching. The thesis will be adapted as far as possible to the vocational needs of the candidate and will not necessarily be regarded as an index of his capacity for research. In

this respect it will differ somewhat from the thesis required of candidates for the degree of Master of Arts in other fields.

*Work for Teachers in Service.* Teachers in service who can meet the regular admission requirements of the Graduate School may satisfy part or, in some cases, all their course requirements for the Master's degree through classes scheduled in the late afternoon, on Saturdays, and in the Summer Session. The maximum number of semester hours which may be applied toward the degree in one Summer Session is normally four. The maximum number of courses which may be taken in the regular session by a part-time student is two year-courses or four half-year courses. A teacher applying for this maximum program must have the approval of the Staff and of the Superintendent of Schools under whom he is employed.

*Tuition Fee.* The tuition for full-time students in the University is \$200 per year. There are no scholarships or fellowships available for students working toward this degree. Loans are available to full-time students up to one-half the tuition fee.

*Application.* All inquiries and requests for application blanks should be sent to the Chairman.

## COURSES IN EDUCATION

- 201a. **Educational Psychology.** First semester course. F., 4-6.  
PROFESSOR JONES
- 202b. **Exceptional Children.** Second semester course. F., 4-6.  
PROFESSOR CATTELL
- 204b. **The Teaching of Modern Languages.** Second semester course. Tu., 12; W., 4-6.  
PROFESSOR CHURCHMAN
- 205a. **The Teaching of English.** First semester course. M., 4-6.  
PROFESSOR ILLINGWORTH
302. **Genetic Study of Normal and Abnormal Personality.** Year course. (Hour to be arranged.)  
PROFESSOR CATTELL
303. **Principles of Child Diagnosis and Guidance.** Year course. (Hour to be arranged.)  
PROFESSOR SUPER
- 308a. **Principles of Secondary Education.** First semester course. Th., 4-6.  
PROFESSOR JONES
- 309a. **Historical Development of Modern Education.** Second semester course. Tu., 4-6.  
PROFESSOR SUPER
- 310a. **Psychology of Character Development.** Second semester course. S., 11-1.  
PROFESSOR JONES

**313b. Statistical Methods in Psychology and Education.** Second semester course. Th., 4-6. PROFESSOR JONES

**314. Advanced Educational Psychology: Tests and Measurements.** Year course. W., 4-6. PROFESSORS JONES AND SUPER

**315a. Apprenticeship Teaching.**  
CRITIC TEACHERS AND PROFESSOR JONES

**316b. Geography in Education.** Semester course (omitted in 1938-39). PRESIDENT ATWOOD





# Clark University

Announcement of  
Work in Psychology and Education  
1938--1939



Worcester, Massachusetts



# WORK IN PSYCHOLOGY AND EDUCATION

## FACULTY

WALLACE W. ATWOOD, PH.D.  
President

---

VERNON JONES, B.A., M.A. (Virginia), PH.D. (Columbia)  
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Associate Professor of Genetic Psychology

ROBERT H. BROWN, B.A. (Wesleyan), M.A., PH.D. (Clark)  
Assistant Professor of Psychology

DONALD E. SUPER, B.A., M.A. (Oxford)  
Assistant Professor of Educational Psychology

## With the Cooperation of

HUDSON HOAGLAND, B.A. (Columbia) M.S. (Massachusetts Institute  
of Technology), PH.D. (Harvard)  
Professor of Physiology and Director of the Biological Laboratories

C. LADD PROSSER, B.A. (Rochester), PH.D. (Hopkins)  
Associate Professor of Physiology

PHILIP HUDSON CHURCHMAN, B.A. (Princeton), M.A., PH.D.  
(Harvard)  
Professor of Romance Languages

ROBERT STANLEY ILLINGWORTH, B.A. (Clark), M.A. (Lafayette),  
Ed.M. (Harvard)  
Professor of Dramatic Art

## GENERAL STATEMENT

From its founding, Clark University has stood for thorough scholarship in the fields of Psychology and Education. For over a quarter of a century, G. Stanley Hall, William H. Burnham, and Edmund C. Sanford gave instruction and conducted notable research in one or both of these fields. Since their day there has been, in many places, a notable tendency for psychology and education to draw apart.

Education has typically devoted its attention more to the problems of teaching and administering than to those of student learning and maturation. Psychology in recent years has centered its attention more and more on the biological and the statistical. Thus, there has developed a fertile no man's land between the strongholds of the traditional educationists and the traditional psychologists.

During the days of G. Stanley Hall, no one did more than he to prevent the development of this gap between psychology and education. If one examines all the writings of Hall, it will be found that it is difficult to determine whether it was in psychology or in education that his major contributions lay, and naturally there are no signs that he cared in the slightest on which side of some arbitrary line his contributions were classified. He was interested in learning, maturation, and adjustment in all of their phases. At his death he gave to the University a fund of between \$150,000 and \$200,000, the income from which was to be used for instruction and research in the general field of genetic psychology.

In attempting to keep abreast of the trends in Psychology and Education and at the same time give due consideration to broad fields of genetic psychology which Hall designated in his gift, two areas of major concentration have been decided upon. First, through a co-operative arrangement between the Psychology and Biology Departments, intensive work in conditioning, sensory processes, and general physiological psychology will be provided. One professor in Psychology will devote his time to this field and will have the close cooperation of the Biology Department in both instruction and research. A second area of concentration will be the broad field of educational and genetic psychology. Three professors will devote their energies to this area. One will work on the problems of personality and social psychology, particularly at the levels of childhood and adolescence; a second will work on the problems of educational psychology and individual differences; and a third will concentrate mainly upon guidance. These are two areas in which it is believed that Clark can make important contributions.

The proximity of the University to the Worcester Child Guidance Clinic, state delinquent schools, state schools for the feeble-minded,

and the nationally known Worcester State Hospital for the mentally diseased makes possible a cooperative arrangement for the instruction of advanced students interested in these problems which can be equalled in few places in the country.

### LABORATORY FACILITIES

The Psychological Laboratories at Clark University were established by G. Stanley Hall immediately after the founding of the University and constituted the first adequately appointed laboratories in this field in America. These laboratories increased rapidly in size and in research possibilities. The University provides an annual appropriation sufficient for the purchase and manufacture of any apparatus that may be required for general and special investigations.

### LIBRARY FACILITIES

The Library is supported by a separate fund set aside by the founder. This plan has guaranteed a very liberal allowance for the Library, and the fields of Psychology and Education have been especially favored both in books and in journals from the inception of the University.

### UNDERGRADUATE WORK IN PSYCHOLOGY

The aim of undergraduate work in Psychology is to give as broad a knowledge as possible of the more significant aspects of the subject. This includes courses leading to graduate work in Psychology and also courses involving the application of psychological principles to education.

### GRADUATE WORK

*Eligibility.* A student who has received a baccalaureate degree with standing above the middle of his class in a college or university which is on the approved list of the Association of American Universities is eligible for admission as a regular graduate student. A graduate with superior standing from a four-year college not on the list is normally eligible for admission only as a special student.

Students who come well prepared for beginning graduate work, i.e., with adequate training in elementary psychology supplemented by satisfactory training in allied fields, may expect to devote nearly all their time during the first year to advanced course work. Such students will need to devote about half their time to course work

during their second year, and may expect to give the major part of their time to research after the second year.

All inquiries should be addressed to the Chairman.

**Tuition Fee.** The tuition fee for full-time students in the University is \$200 per year.

**Scholarships, Assistantships, and Loan Funds.** The University awards annually several scholarships and assistantships yielding up to \$300 in addition to tuition. Loans are also available through the Sarah M. Thurber Fund and the Alumni Loan Fund.

**Degrees.** The degrees of M.A., M.A. in Education, and Ph.D. are awarded by the University. The requirements for these degrees cannot be adequately stated in terms of courses taken, because the evaluation of the work of each student will be made on the basis of achievement rather than on the basis of courses completed. However, the minimum time required to obtain the Master's degree is one year of full-time study or its equivalent beyond the B.A., and the usual minimum time required for the Ph.D. degree is two years beyond the Master's degree. Only graduate students with superior records in their first year of graduate work are encouraged to become candidates for the Doctor's degree. A thesis is required in connection with all graduate degrees.

## COURSES

The courses leading to the degrees of Master of Arts and Doctor of Philosophy for students primarily interested in Psychology will be listed first. Following this will be a description of the work leading to the degree of Master of Arts in Education.

### COURSES IN PSYCHOLOGY

- 11. **General Psychology.** For undergraduates. Year course.  
PROFESSORS CATTELL AND BROWN
- 12a. **Psychology of Vocational and Educational Adjustment.**  
First semester course. PROFESSOR SUPER
- 200a. **Social Psychology.** First semester course.  
PROFESSOR CATTELL
- 201a. **Educational Psychology.** First semester course. F, 4-6.  
PROFESSOR JONES
- 202b. **Exceptional Children.** Second semester course. F., 4-6.  
PROFESSOR CATTELL

- 203a. Quantitative Analysis of Sensory and Physiological Data.**  
Semester course (given in alternate years). PROFESSOR BROWN
- 207b. The Learning Process.** First semester course (given in alternate years; omitted 1938-39). PROFESSOR CATTELL
- 212. Experimental Psychology.** Year course.  
PROFESSOR BROWN
- Biology 201. General Physiology.** Year course.  
PROFESSOR HOAGLAND
- Biology 204. Physiology of Central Nervous System.** Year course.  
PROFESSOR PROSSER
- 302. Genetic Study of Normal and Abnormal Personality.**  
Year course. PROFESSOR CATTELL
- 303. Principles of Child Diagnosis and Guidance.** Year course.  
PROFESSOR SUPER
- 310b. Psychology of Character Development.** Second semester course. S., 11-1. PROFESSOR JONES
- 313b. Statistical Methods in Psychology and Education.** Second semester course. Th., 4-6. PROFESSOR JONES
- 314. Advanced Educational Psychology: Tests and Measurements.** Year course. W., 4-6. PROFESSORS JONES AND SUPER
- 317b. Factor Analysis.** Second semester course (given in alternate years). PROFESSOR CATTELL
- 320. Advanced Experimental Psychology: Conditioning and Sensory Processes.** Year course (given in alternate years).  
PROFESSOR BROWN
- 340. Departmental Seminar.**  
THE STAFF AND VISITING SPEAKERS
- 350. Research in Psychology.**  
PROFESSORS JONES, CATTELL, BROWN, AND SUPER

## COURSES LEADING TO THE DEGREE OF MASTER OF ARTS IN EDUCATION

In 1936 the Trustees of the University voted the establishment of work leading to the degree of Master of Arts in Education. In recent years it has become increasingly evident that candidates for the Bachelor's degree who include a few courses in Education in their undergraduate programs are not being adequately prepared to meet the demands for scholarly and professional training required by the better school systems. Work in Education at Clark has been established, therefore, with the aim of providing a fifth year of well-organized professional work for students who are interested in preparing for educational work, particularly at the secondary-school level. A limited number of courses will be open to Juniors and Seniors in the undergraduate division, but it is recommended that undergraduate students concentrate upon the subject-matter fields in which they desire to teach, reserving for the fifth year the professional work in the theory and practice of Education.

*Requirements for the Degree.* The student will be expected to elect one of the following groups of studies as the field in which he wishes to teach:

- (a) Mathematics and natural sciences.
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Apprenticeship teaching for a period of approximately three months is required of all students who have not had teaching experience.

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## COURSES IN EDUCATION

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**202b. Exceptional Children.** Second semester course. F., 4-6.  
PROFESSOR CATTELL

**204b. The Teaching of Modern Languages.** Second semester course. Tu., 12; W., 4-6.  
PROFESSOR CHURCHMAN

**205a. The Teaching of English.** First semester course. M., 4-6.  
PROFESSOR ILLINGWORTH

**302. Genetic Study of Normal and Abnormal Personality.** Year course. (Hour to be arranged.)  
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**303. Principles of Child Diagnosis and Guidance.** Year course. (Hour to be arranged.)  
PROFESSOR SUPER

**308a. Principles of Secondary Education.** First semester course. Th., 4-6.  
PROFESSOR JONES

**309a. Historical Development of Modern Education.** Second semester course. Tu., 4-6.  
PROFESSOR SUPER

**310a. Psychology of Character Development.** Second semester course. S., 11-1.  
PROFESSOR JONES

313b. **Statistical Methods in Psychology and Education.** Second semester course. Th., 4-6. PROFESSOR JONES

314. **Advanced Educational Psychology: Tests and Measurements.** Year course. W., 4-6. PROFESSORS JONES AND SUPER

315a. **Apprenticeship Teaching.** CRITIC TEACHERS AND PROFESSOR JONES

316b. **Geography in Education.** Semester course (omitted in 1938-39). PRESIDENT ATWOOD















